

A REPORT ON THE DEVELOPMENT OF AN
INSTRUCTIONAL UNIT ENTITLED "AN
INTRODUCTION TO COMMUNITY STUDY"

CENTRE FOR NEWFOUNDLAND STUDIES

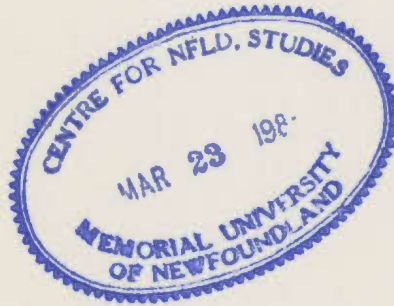
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A REPORT ON THE DEVELOPMENT OF AN INSTRUCTIONAL UNIT
ENTITLED "AN INTRODUCTION TO COMMUNITY STUDY"



by

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ABSTRACT

The purpose of this project was to develop an instructional unit to be used in teaching social studies to primary grade children in schools in Newfoundland and Labrador. The specific purpose of the unit was to introduce Grade Two students to community study using their own community as an introductory example.

The format chosen to accomplish this purpose was a detailed Teacher Guidebook and a slide-tape presentation.

The instructional unit was produced following a specific plan for instructional development. The content and format of the unit was based on informal and formal evaluation by educators at the government, school board and classroom level, and content and media experts at Memorial University.

The unit was piloted in a Grade Two classroom. A written student test was administered after the unit was completed by this group. The test results obtained by this group were compared to those obtained by another Grade Two class, which was considered to be equivalent, that did not receive any instruction. Statistical analyses of the posttest results of these two groups indicated that significantly more learning had taken place in the class that had completed the instructional unit.

Seven classroom teachers were given the unit to read and were asked to evaluate it through a questionnaire. The results of this evaluation and the formal evaluation showed a very favorable reaction from both teachers and students to the use of this instructional unit in Grade Two classrooms.

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CHAPTER I

INTRODUCTION

Education is first and foremost an instrument of society; therefore, all the social, political, economic, scientific, and technological changes affecting the society at large are at the same time affecting education. Although many educators try to separate the school world from the other daily life experiences of children, eventually the pressures of the existing social reality are brought to bear upon the education system. It is the self-perpetuating nature of social systems that eventually forces generations of citizens "to evaluate critically the adequacy of traditional educational goals and practices in the light of its own survival needs" (Davies, 1974, p. 3).

The number and complexity of the problems which today's school children will have to face in later life is unsurpassed in history. Trump (1961) says that

the problems fall under six broad headings: the expansion of population, the burst of technology, the discovery of new forms of energy, the extension of knowledge, the rise of new nations, and the worldwide rivalry of ideologies. (p. 3)

The prospect of life in such a complex global society indicates the need for the realignment of educational

priorities and a re-examination of school functions and needs. Gagne and Briggs (1974) describe the educational goals of society as

those human activities which contribute to the functioning of a society (including the functioning of an individual in the society) which can be acquired through learning. (p. 20)

The school system must attempt to equip the students of today with some of the knowledge, skills and attitudes, which will enable them to become successful citizens of the future.

Social studies encompasses a number of interrelated disciplines, such as history, geography, sociology, psychology, political science and economics. It is chiefly concerned with man's relationships, both with his fellow men and his physical and social environments. The provision of experiences from this area of study for children can play a significant role in their development as thinking citizens. It is, therefore, important that children begin at an early age to have experiences which will promote an understanding of their own culture and heritage, as well as an appreciation of other cultures. Positive intercultural understandings and relationships are of increasing importance in a world that is growing ever smaller.

Many of the concepts and skills associated with the social studies curriculum may seem too complex for

young children to grasp. However, developmental and learning theorists have suggested that children can begin at an early age to interact in a meaningful way with complex subject matter, if it is presented in a manner that is appropriate to their level of development. Despite this evidence young children are often not introduced to concepts and ideas because adults feel they cannot understand them. Social studies for primary children often suffers due to this fact. In many cases, however, it is the method of presentation which is at fault and not the immaturity of the students.

Changes in the social studies curriculum are necessary if students are to develop an understanding of the world in which they live "and become knowledgeable participants in a society that may be very different from what present curricula teach" (Chase, 1966, p. 1). In the last two decades many attempts have been made to improve the quality of social studies education by changing the content selected from this discipline for schools not only in Newfoundland and Labrador, but throughout North America. The lack of success that many of these new developments have had seems to indicate that the classroom teacher is the key person in the determination of the contribution that social studies can make to the education of children in our society. It is the teachers who control to a great extent the quality of teaching and learning,

as well as the amount of emphasis, enthusiasm and interest with which it is presented. As yet no solution to this curriculum and instructional problem has been devised, which has a general enough applicability to satisfy the majority of social scientists and educators. As Chase (1966) states

in the final analysis, it is each school system by its own decision, each elementary school by its own decision, each classroom teacher by his own decision, encouraged by administration, that will make social studies for the children better in content and better in method of developing understanding of their own country and the world about them. (p. 1)

It was the purpose of this project to address some of the problems being encountered with the implementation of a primary social studies curriculum in Newfoundland and Labrador schools by producing an instructional unit to assist Grade Two teachers in introducing their students to a study of their own community. The unit was produced with two specific goals in mind. The first was to provide specific guidance concerning curriculum and instruction in social studies and to do so in a way that would enable the teacher to implement it in the classroom without undue effort. The second was to introduce some of the basic concepts and skills necessary for a study of community life through local examples and resources, which would facilitate meaning and understanding for young children.

CHAPTER II

NEEDS ASSESSMENT

Burton and Merrill (1977) defined a needs assessment as "the process of determining goals, measuring needs, and establishing priorities for action" (p. 26). It should, therefore, be the first step in any systematic attempt to describe specific segments of educational content or to design instructional strategies and materials. Taba (1962) designed a seven-part framework for curriculum development, which has proven to be a reliable and effective method of completing developmental projects. The first step in this framework is also the diagnosis of needs.

A conscious and planned attempt to specify the discrepancy between the "are" and the "ought to be" is a valuable activity for people concerned with the various aspects of the field of education. The process of assessing needs focuses attention on the most prominent and widely-felt areas requiring modification and development. It involves a variety of people in the initial stages of change, therefore providing for a greater chance of successful adoption of any innovations which may develop. At the same time it provides justification for the priorities that are set for action. This process also

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requires a very specific and coherent statement of existing conditions, which provides a comprehensive base of comparison for post-action conditions.

Rationale for a Systematic Assessment of Need

Often the development of instructional materials for classroom use originates from the developer's perceived need for such materials. The production of this instructional unit was initially proposed because of the difficulties which the developer encountered in providing what she considered to be relevant and meaningful experiences in social studies for students at the primary level. Through informal discussions with teachers working at this level, it became apparent that other teachers were having similar difficulties.

A considerable number of the problems encountered by the teachers seemed to be caused by a lack of specific instructional guidance. In the late 1960's, the Science Research Association Primary Social Studies Program was adopted for use with primary students in the schools of the province. The program consisted of a kit which contains a series of story boards and a teacher guidebook. It was designed to be used with a language experience approach.

A number of problems were encountered by teachers when the program was implemented in the schools. Teachers

found that the instructional guidance provided by the kit was scant; therefore, they were required to devise their own methods of presentation and find their own supplementary materials. Most primary teachers did not have the time required to complete the in-depth instructional design and planning which was necessary to use this kit effectively. Many teachers did not have available to them the variety of commercially-produced materials needed to supplement those contained in the kit.

These problems of implementation seemed to become more serious in the Grade Two part of the program which took students from the uniquely personal aspects of their lives to their broader community. At this stage, the concepts being introduced become more complex and at the same time more difficult for young children to grasp. Students at this age need to be exposed to specific examples, which are drawn from their personal experience and within their realm of understanding, to build a base from which they can form sound conceptualizations. Many of the examples for Grade Two presented in this kit were outside the realm of the personal experience of most children in the province, except those who may have met a number of them through travel, television, or some other opportunity. Often the scenes depicted did not present aspects of community life which are personally experienced by children in the province, particularly those in the rural

areas. For example, two aspects of community travel presented in this kit are subways and commuter trains. Most small children in the province would have very little experience with these two modes of transportation. While it is desirable for children to be exposed to a variety of examples and experiences, generally accepted developmental theory states that children at this developmental level should be given the opportunity to interact with familiar and concrete examples in the initial stages of concept attainment.

The problems that teachers were encountering in providing social studies experiences for their students using this kit seemed to be heightened by the crowded primary curriculum. A number of subjects, such as science, art, and music were all competing with each other for emphasis by each individual teacher and without adequate curriculum guidance and instructional materials, social studies seemed to be falling far short of the others.

A more general view of the seriousness of this problem came to the attention of the developer while she was completing a course in instructional development at Memorial University of Newfoundland. At that time one lesson including a slide-tape presentation and a teacher's guidebook introducing community study was developed. This package was well received by the teacher and students who conducted the summative evaluation. It was placed in the

Learning Resources Clearing House at Memorial University and it has been receiving fairly frequent use from there.

Based on the needs expressed by the teachers consulted for this project and the good response that this project received, it was decided to revise the materials in the instructional package and develop a more comprehensive introduction to community study for Newfoundland and Labrador schools.

Procedure for the Assessment of Needs

The needs assessment for this project was carried out through consultation and discussion with a number of people working at various levels of the provincial education system. The information to provide a statement of need was gathered through individual meetings between the developer and the various educators consulted.

Each person consulted was provided with the same basic information about the proposed project and asked similar questions. Although each interview took a slightly different direction due to the different interests and points of emphasis of the people consulted, and the variations in their positions, when the information that was gathered was culled together, a comprehensive picture of need was formulated.

Reaction of University Personnel

Three professors at Memorial University were consulted about the existing social studies program in the schools. Two of the professors were specialists in early childhood education and were teaching courses in that area at Memorial University. Both of them had taught courses in the methodology of teaching primary social studies at the university level. The other professor was trained in the social studies discipline and was teaching social studies courses for secondary teachers in training. All three were very involved in education in the province through publishing papers, consultation work, and serving on provincial committees.

Each one was of the opinion that many schools were not providing enough relevant social studies experiences for their students, particularly young children. They thought that part of the solution to this problem was the production of more materials specifically for local educators, using as many local resources as possible. They suggested that the proposed unit of introductory community study using local resources could provide some meaningful and effective learning experiences for Grade Two students in the province. They further suggested that many teachers would be interested in using such a unit in their classrooms.

Reaction of School Board Supervisors

Four educators, working at the school board level, were consulted after the discussions with the university personnel. They were directly concerned with, and responsible for social studies education for the Avalon Consolidated School Board, the Roman Catholic School Board for St. John's, the Conception Bay South Integrated School Board, and the Avalon North Integrated School Board. Each of these people was provided with a description of the type of project that the developer would like to produce. They were also asked to describe the state of primary social studies education from their own point of view, as well as describe its condition within their particular school district. They were asked to describe how their primary teachers reacted to teaching social studies and what were some of the things that are being done in their classrooms. They were each asked if the production of the proposed unit of instruction would be useful for their teachers, and to give some indication of the direction that they thought the package should take.

Each of these people suggested that most of their teachers were attempting to provide at least some social studies experience for their students. However, the quality of these experiences was being affected by a lack of curriculum guidance and readily available instructional

materials. It was generally acknowledged that the kit prescribed by the Department of Education was being used only in isolated cases. Some schools were allowing the new Family Life programs to at least partially fill the gap left by the lack of social studies materials. Each person at the school board level thought that some locally produced materials would be helpful in further filling the gap that existed. They all expressed an interest in seeing a finished product, which could possibly be used by their teachers. They all agreed that a unit designed to assist a class in the study of the particular community in which it was situated would be of value.

It was generally stated that social studies is an area which was not receiving a great deal of attention in the primary grades. This was attributed to the lack of guidance and assistance that teachers were receiving in providing these kinds of experiences for their classes. A number of specific teachers were suggested by each school board member to be approached for individual consultation with the developer concerning this project.

Reaction of Classroom Teachers

Over a three to four-month period the developer visited 10 of the Grade Two teachers, who were suggested by the school board personnel, in their own schools. Each

teacher was asked to discuss such questions as (1) the importance of social studies for primary children; (2) the kinds of experiences that they were able to provide for their students in the social studies area; (3) the most troublesome aspects for them in providing these experiences; and (4) some possible solutions to alleviate some of these difficulties.

During these discussions the developer described the type of unit that was being considered for production. They were asked if they thought they and their colleagues would use such a package. They were also asked if there were any specific concepts or skills which they felt should be dealt with in such a unit. A number of options for the type of media and the general format of the package were described, and they were asked which they thought could be most easily used and adapted to the greatest number of classrooms in the province. Although the developer had a previously planned amount of information prepared for the teachers, as well as a specified group of answers to be elicited in order to cull together a comprehensive picture of need, each discussion was allowed to take its own unique course in order to gather as diversified and comprehensive a picture as possible.

The teachers stated that the lack of instructional guidance and specific materials available to them in their schools required more time for planning than the average

classroom teacher had available. They further stated that social studies was not receiving a great deal of support at that time from school boards and the government and they did not feel, therefore, that it was a priority to provide such experiences for their students. Other programs, such as the STEM Science, which provides specific program guidance for teachers, were stated as receiving a higher priority in classroom use.

The primary school curriculum was viewed by the teachers as crowded with many subject areas requiring attention. They stated that the intergration of various subjects in a day was an ideal that their time for planning did not allow them to achieve consistently. They said that they felt pressed for time to fit many areas of study, such as science, social studies, art and music into their basic schedules of reading, language arts, mathematics, and physical education. All the school board personnel made some reference to this problem as a deterrent to more frequent teaching of concepts and skills from areas such as social studies. Although most of the teachers had been exposed to such an approach to instruction in their university training, it was still very difficult for them to achieve in an actual working situation. The teachers stated that they should be provided with more guidance and help through specific rather than generalized curriculum materials in areas such as social studies.

They all stated that units, such as the one proposed to them by the developer, could be very useful in their classrooms if it provided specific guidance and materials.

The teachers who were consulted were all recommended by their school board supervisors; therefore, it can be assumed that they were perceived as being capable of contributing some worthwhile opinions concerning the proposed project and were significantly interested to share their ideas with the developer. They were holders of Permanent Teaching Certificates Three to Five and were all experienced in teaching a variety of primary grades. They displayed an interest in providing a variety of experiences for their students and a genuine concern for the total development of the children in their classes. Although these characteristics are possessed by primary teachers in varying degrees, it can be assumed that most primary teachers possess a combination of the attributes displayed by the teachers that were interviewed. It was impossible to generalize to all primary teachers from these 10 teachers, but their response to the proposed project was assumed to be representative of the opinion that would be expressed by many of the primary teachers in the province because of the characteristics that they displayed.

Reaction of the Provincial Curriculum Consultant
for Social Studies

While conducting the interviews with the various educators for the needs assessment it came to the attention of the developer that there was a committee which was working with the provincial social studies curriculum consultant in the initial stages of devising and planning a new social studies curriculum for the province from Kindergarten to Grade XI. It then seemed appropriate to discuss the merits of such a project as the one proposed with the provincial curriculum consultant. During the meeting with him the developer provided him with the same information that was provided in the other interviews, and he was asked similar kinds of questions. He reported the progress of the government committee to date and provided summaries of the four working papers written by the committee to outline the needs and the direction for further action. The four papers were: (1) The Nature of Society; (2) The Role of the School in Newfoundland and Labrador; (3) The Nature of Knowledge in Social Studies; and (4) The Nature of the Learner in Social Studies.

The consultant pointed out that the process of revising the whole provincial social studies curriculum for all grades was a long-term one. The schedule covered several years. He therefore could not be very specific

about the curriculum of the future. He did state that such a unit could be of value, and that the process should be carried out. He suggested that such a unit, if successful, could point out one possible approach for other curriculum projects in primary social studies. He pointed out that the process which was outlined for the development of this unit was very similar to the one that the committee was following. The approach to the content and skills was also similar. He recommended that the unit be produced.

Publication of the Provincial Curriculum Guide for Social Studies

Since the needs assessment was carried out the Social Studies Task Force Three of the Department of Education has developed a learning design for Primary/Elementary social studies classes, entitled Design for Social Studies, K-VI. This publication has been authorized by the Minister of Education for use in the schools of Newfoundland and Labrador. It was an outgrowth of the policy statement of the government on social studies education entitled, The Master Guide for Social Studies, K-XII. The introduction to Design for Social Studies, K-VI (n.d.) states that

for The Master Guide then, the ultimate goal of the social studies program is the improvement of living, not merely in the classroom, but in the community, the province, the nation, and

the world; it is designed to develop responsible, self-directing citizens. (p. iv)

This statement is directly in keeping with the philosophical ideal which was used as a base for this developmental project.

The Design for Social Studies K-VI is a curriculum guide for teachers of Grades Kindergarten to Six describing sequentially the major understandings to be taught in each grade. These understandings are stated using a goal-referenced approach to instructional planning. In other words, the learning for each grade level is stated in identifiable expected outcomes for the students. The design for learning offers stable and continuous curriculum guidance for each grade level, but it offers very little instructional guidance other than a page or two of suggested learning activities at the end of each chapter. Therefore, although primary teachers will now have available to them clear curriculum guidance, they are still left to do most of the instructional planning and organization on their own.

The curriculum stated in Design for Social Studies K-VI for Grade Two is centered on the community and those concepts and skills which are introduced in the instructional unit are an integral part of those suggested in the government curriculum guide. The Department of Education is planning to supplement the curriculum from Grades Kindergarten to Two over the next few years with resources.

and materials. Their goal is not to provide a set text for the curriculum, but to have a variety of resource suggestions available to teachers. The first step is going to be the provision of a guide showing how the social studies curriculum can be tied to the other disciplines. Accompanying this will be a list of appropriate children's literature and other resources. The last step will be the provision of some appropriate instructional materials for each school. The instructional approach which the government is adopting provides justification for the production of the unit.

Survey of Available Materials

The major Canadian distributors of commercially-produced materials for schools, such as Addison-Wesley, Doubleday, Gage, Ginn, Nelson, and Scholastic were contacted to obtain information about and samples of the type of programs for primary social studies that they had available. An examination of this information revealed that there is a variety of programs with varying degrees of merit available. As yet, none of them has been prescribed by the Department of Education. This examination further revealed that the proposed instructional unit could provide a useful introduction to community study for local schools before beginning the more general and varied approach taken

in commercially-produced materials intended for a variety of audiences.

A search was also conducted of the sources of locally-produced materials. The Learning Resources Clearing House at Memorial University was consulted for any similar units which may have been previously produced. The various educators consulted for the needs assessment were asked if they knew of any materials available with a similar purpose in mind. This search revealed that there was a lack of materials available for the purpose of local community study with primary children.

Rationale for the Development of Materials

The needs assessment confirmed that primary teachers throughout the province require some assistance, in the form of well-planned specifically-defined units of curriculum and instruction, if they are to provide the young children in their classes with meaningful social studies experiences. The Department of Education recognizes this need and has produced a detailed curriculum guide for primary social studies. However, specific instructional guidance is still not available for its implementation. Meanwhile the school districts, their administrators and teachers are searching for their own solutions to this problem. The proposed package of materials was devised to

provide a small part of an interim solution for the generally inadequate conditions under which teachers are working in this area.

The survey of available materials has shown that there are some innovative and interesting social studies programs available to the government or any other institution looking for this type of program for young children. Nonetheless, the development of the proposed package is warranted for a number of reasons. This unit, if coupled with a number of other locally produced units of similar design further developing the content and skills introduced in it, could probably serve as the base of social studies instruction for primary classes in the province. At the same time, it could be used in conjunction with any of the commercially-produced series and make a contribution to the overall experiences of the students, as it provides them with an opportunity to apply general social studies concept, skills and attitudes to their own particular community, culture, and heritage. Such an opportunity is not only appropriate, but quite necessary to facilitate meaningful learning for children at this stage of development.

There is a need in many of the traditional school disciplines for instructional strategies and materials to reflect and provide for the needs of localized areas. Primary social studies can be viewed as an excellent example of this type of situation. An efficient method

of dealing with such a situation is the local production of curriculum and instructional units. Such production is made more efficient by direct involvement and consultation with the intended teaching and learning audience. The proposed unit fulfills the need for the greater use of locally available resources. At the same time it provides an example of local production for others who may wish to create some materials of their own.

This instructional unit is specifically concerned with providing Newfoundland and Labrador teachers and students with guidance and some instructional strategies and materials to start them on a study of their own community. In the expanding environment approach to the study of social studies with young children, the community is generally introduced at the Grade Two level. It is, therefore, appropriate to develop a unit which will enable Grade Two children in this province to explore their own community not only because it is an acceptable area of study and within the realm of their personal experience, but because it satisfies the need for social studies materials which can be effectively used in our schools without a great deal of resources. Most teachers are working in schools that do not have a great deal of resources appropriate for classroom use in this area of study. Therefore, this unit, by providing specific instructional materials and using those found in the local community,

enables teachers to overcome this difficulty and still provide social studies experiences. The successful completion of such a unit could provide secondary benefits by making classroom teachers, who are not familiar with resource based teaching, aware of the amount of readily available resources in their own community and by demonstrating how they can be used in the provision of meaningful experiences for their students.

Educational Goals of the Unit

The work of instructional designers is ultimately linked to the perceived needs of some individual, group or institution. Once these needs are identified and placed in priority by an assessment procedure an indication of some general goals for the development process can be gleaned. Kibler and Bassett (1977) refer to educational goals as "broad statements of the ultimate outcome of our educational enterprises, [which] frequently reflect social, political, and economic philosophies" (p. 54). A statement of the educational goals for an instructional development project provides a useful bridge between the needs assessment and the statement of performance or instructional objectives.

The educational goals for this unit that were suggested by the needs assessment were as follows: (1) to develop a unit of curriculum and instruction for use as

part of the Grade Two social studies program in Newfoundland schools; (2) the unit will provide some introductory experiences for the study of the community of each particular class through a comprehensive teacher's guidebook and some instructional materials to provide specific examples; (3) the unit will be easy and enjoyable for teachers to implement; (4) the unit will provide meaningful and enjoyable social studies experiences for the students.

Outline of the Development Process

The development of curriculum and instructional materials and strategies is a complex activity which requires much decision making. Although educational problems differ, the process of solving them must be carried out in a systematic manner. Taba (1962) has suggested a seven-step plan for curriculum development based on the assumption that "there is an orderly method for making curriculum decisions and that pursuing it will result in a more thoughtfully planned and a more dynamically conceived curriculum" (p. 12). The plan suggested by Taba (1962) is as follows:

- Step 1: Diagnosis of needs
- Step 2: Formulation of objectives
- Step 3: Selection of content
- Step 4: Organization of content

- Step 5: Selection of learning experiences
- Step 6: Organization of learning experiences
- Step 7: Determination of what to evaluate and ways and means of doing it.

(p. 12)

The number of concepts and skills related to community study required the developer to make certain basic decisions about the content aspects of the proposed unit before going through the instructional development process. The seven-step plan of Taba was used as a guide for an orderly process to follow in the design of the proposed unit. However, since the development of instructional strategies and materials was a significant part of the task, a model for instructional development was used as a guide while the proposed unit was being completed.

Stolovitch (1975) reviewed a number of instructional development models. Among the models that he presented, described and evaluated was the 4-D Model which was developed by Thiagarajan, Semmel, and Semmel (1974). Although he found that many of the models shared common activities, he chose this model to modify for use with a prespecified media combination. He stated that "in terms of both concept and application, the 4-D Model makes an attempt at comprehensiveness" (Stolovitch, 1975, p. 34). Thiagarajan, Semmel, and Semmel (1974) stated "we have called our systems-approach the Four-D Model because it

divides the instructional development process into the four stages of Define, Design, Develop, and Disseminate" (p. 5). This model bases all action on need and it emphasizes feedback and revision throughout.

Taba's Plan and the Four-D Model (see Figure 1) were followed in a manner that was appropriate for the development of this unit. The combination of these two strategies enabled the developer to approach the development process as a series of small steps, each of which added to and revised previous decisions.

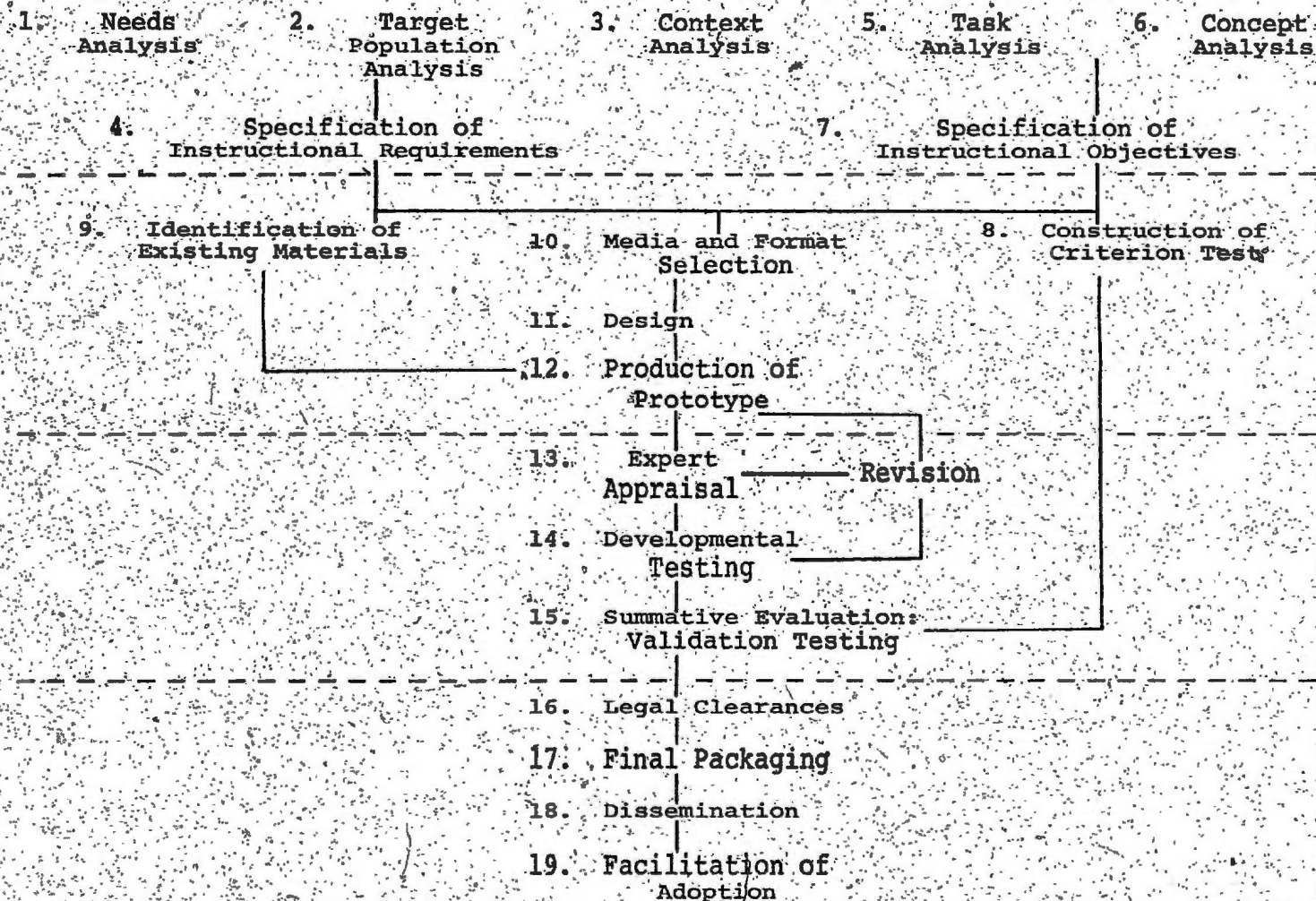


FIGURE 1. 4-D Model (Stolovitch, 1965, p. 67)

CHAPTER III

ANALYSIS OF THE TARGET AUDIENCE

The educational goals which have been stated for the proposed unit of curriculum and instruction suggest that its intended audience is composed of two interrelated groups--the teachers and the learners. Each group has its own significant role to play in the successful implementation of the proposed package. An analysis of the components of the target groups can be seen as "the identification of [their] actual entry characteristics as opposed to the ideal (or prerequisite)" (Thiagarajan, Semmel & Semmel, 1974, p. 27).

A survey of the relevant characteristics of each group coupled with the needs assessment provided information which assisted the developer in the identification of the specific nature of some of the curriculum and instructional problems being encountered with primary social studies in Newfoundland and Labrador schools. A profile of these students and their teachers equipped the developer with information that was used in the development of an instructional unit which could be acceptable for both groups.

Teacher Analysis

Grade Two teachers throughout the province are a diverse group spanning an age range of at least 30 years. Many of them, particularly the younger teachers, have a degree in primary education, others have only the minimum educational requirements of one or two years of university training. Some teachers are working with small classes in schools which have available a good selection of resource materials appropriate for young children. Other teachers have large classes with few materials at their disposal other than those purchased for the individual classroom by the teacher. Despite the wide variation in many of the characteristics of the province's teachers, it was possible to make a number of generalizations which were of value to the developer.

Although many primary teachers were found to be providing few social studies experiences for their students, this situation should be seen as a result of the lack of guidance and materials available to them rather than an unwillingness on their part to provide such instruction. While they are chiefly concerned with assisting their students in the development of the basic skills in reading, language arts and mathematics, these teachers are also interested in providing a variety of interesting experiences from subject areas, such as social studies, science, art

and music. Nonetheless, they do view the primary day as crowded with the teaching of the basic skills.

One of the chief deterrents to teaching the disciplines such as social studies in the primary grades is that these subjects require a considerable amount of instructional planning and preparation on the part of individual classroom teachers. Most primary teachers would like to provide more of these experiences for their students but they are hampered by a lack of preparation time and specific guidance.

Most Grade Two teachers, as most primary teachers, around the province regularly employ a variety of teaching methods and materials in their classrooms. They often supplement their descriptions and discussions with pictorial media. The use of materials and examples that are within the realm of the students' experience is common. Concrete examples are often provided where it is possible. Teachers who frequently use these techniques often seek new materials relevant to their instructional goals and in keeping with their specific instructional objectives.

The general attitudes and characteristics of Grade Two teachers which have been described indicate that a new unit of curriculum and instruction can be successfully placed in their classrooms if it is designed to take into consideration the wishes, needs and characteristics of the teachers. They will not use materials which they find

difficult to implement or irrelevant to their perceived purpose, but will actively make use of those that do fit these criteria.

Learner Analysis

Designers of curriculum and instructional units must have some knowledge about the nature of the learners in their intended audience, as the importance of the learners in the education process cannot be disputed. For, as Lindgren (1976) points out, the learner is its most important element "not only because people are more important than processes or situations, but primarily because without the learner, there is no learning" (p. 6), and subsequently no teaching.

The learning audience for this developmental package is the population of Grade Two students in the Province of Newfoundland and Labrador. Although there are certain characteristics which can be attributed to children at this school level as a group, each learner is a unique individual, and therefore, each class is a unique combination of learners. Each child comes to the class from a different experiential background with an individual learning style. Along with the variations in readiness for the classroom learning experiences, one will find that each child has a different self-concept. Piaget

and other developmental theorists have demonstrated that children pass through very similar sequences of development, but the rate of growth varies causing children to pass through the stages at slightly different age levels.

There are certain cultural differences between different areas of the province, which affect the level of development of the learners as a group. Factors such as isolation and economic development make for a wide variety of social settings of home, school, and community environments. These factors also affect the children's past educational experiences, their value of education, and their emotional and social development.

Despite the limitations brought upon a generalized learner analysis by the variations to be found in such a large group of learners, there is merit in describing those characteristics of the audience which can assist the developer. The theoretical viewpoints describing the various developmental facets and stages of children can be studied and brought together to form a meaningful picture of students at this grade level. These characteristics coupled with a philosophy of education which emphasizes the significance of the total development of each child as a unique individual can form a rationale from which to build curriculum and instructional strategies.

Cognitive Development

Schools and teachers have generally been most concerned with children's cognitive growth and development. Students working at the Grade Two level are usually between seven and eight years of age. According to Piaget's theory of cognitive development in children, these pupils are in the stage of concrete operations. It is during this period that the beginning of logical thinking occurs. Children at this age can perform simple logical operations on concrete objects; in other words, they can classify single objects into a general class, and reverse this operation. As Charles (1974) describes

the child becomes able to carry out operations mentally, or "in his head." That is, he can put ideas in sequence, remember the whole while dividing it into parts, and reverse these acts to return the parts to their original states. In more technical terms, the child can conserve, and he can reverse operations. (p. 14)

Therefore, students at this stage can take data which they can see, such as the physical realities of their community, and mentally form them into a general class called communities. Also, by giving the students concrete examples with which they are familiar, they are better able to build the larger conceptualization. For, as Piaget (1964) says, "learning is possible if you base the more complex structure on simpler structures, that is, when there is a natural relationship and development of structures and not simply an external reinforcement" (p. 183).

There is increasing agreement among psychologists and educators that concept formation is the method man uses to order his experiences. It is also an extremely important element in the development of the intellect. According to the articles collected by Beyer and Penna (1971), a conceptual approach to teaching social studies is theoretically sound and currently acceptable.

Today, many young children may be, as Almy describes in Binter (1972), "verbally facile, competent in managing most of their own affairs, and generally alert to their environment" (p. 111). They can talk about subjects, and do things that students of just a short time ago could not do. Of this type of behavior that the children of this age of mass communication display, Almy says in Binter (1972),

their teachers say that they are forming concepts. But what kinds of concepts? What kinds of understandings lie behind their glibness? Are their "concepts" stable enough so that they can be related to one another, classified, compared? Or are the responses the teacher labels "concepts" still pretty much names or labels for personal experience? (p. 111)

Therefore, although the children may be aware of the things seen in their community, they have probably not internalized these observations about their community so that they can generalize them, break them into smaller related parts and link them to other ideas to form a larger concept of what a community is. This type of conceptualization

requires purposeful and directed learning experiences.

Vinacke in Binter (1972) says,

that there are two basic considerations which should be fully recognized by the teacher in the early school years. In the first place, the child needs to be exposed to the ingredients of concepts--that is, the concrete properties of objects and their relations to each other. From these materials, the child evolves precise, stable, and complete conceptions. In the second place, since the child is in the process of generalizing, of learning how to symbolize, of applying the same concept to a variety of situations, he needs practice and guidance in the efficient, harmonious and productive cultivation of these skills. (pp. 140-141)

From this statement the developer concluded that children at the level for which the materials were designed need to be exposed to concrete examples, such as the physical realities of a community, in order to facilitate the proper evolution of concepts. Vinacke further suggests that young children need to be taught from process objectives as well as content objectives. The instructional package being developed for learners will aid concept formation, as well as improve learning skills.

Vocabulary and Language

The students for which this package was developed do not have the vocabulary and language skills necessary to do a lot of reading for information, especially in a highly complex subject area, such as social studies. However, this does not mean that they cannot be taught

concepts from this subject area. Most children have a listening vocabulary, which is larger and more complex than their reading and usage vocabulary. They are capable of understanding words in context, which they would not recognize or use in printed form. However, when one is devising instruction in a subject area with specialized terminology, such as social studies, provision has to be made for the explanation of these terms if they are to be used in the lessons. Again, explaining these terms through examples from the world as the children know it will greatly facilitate their understanding.

Past Learning Experiences

It is difficult to generalize about these types of experiences, as they often depend on what the previous teachers have felt to be important. However, it seems fairly safe to assume that all children have made certain observations about the community in which they live. They probably have not consciously ordered these observations into one concept of community, but they do have some experience on which to base a study of the make-up of a community.

Most children by Grade Two have some experience with very elementary map making, as many teachers introduce this through drawing maps of the neighbourhood. Also, many young children have been introduced to the community

workers, such as the fireman and the doctor. As long as the concepts introduced are done from their frame of reference, the children will have previously acquired knowledge on which to build.

The instructional materials which were developed utilized examples from typical Newfoundland communities. One of the major purposes of this package was to provide the students with a frame of reference with which they are familiar in order that they may begin to develop their own concept of what makes up a community. Many children working at this grade level have had at least some experience with this mode of instruction, as most schools in the province now make provision for the use of some audio-visual materials. Also, they probably have had experiences with class discussion. However, they may not have had too much experience with group projects.

Social Development

Although children at this stage of development are still quite concerned with self, they are beginning to be able to appreciate the feelings, needs, and ideas of others. They still need the approval of adults and there is often considerable competition for this approval. Nonetheless, children in this age group tend to associate more and more with peers of the same sex and their friendships become more enduring. "Children's conceptions of sex-appropriate

behavior also become clearer; although evidence suggests that boys become more sex-typed than girls during elementary school" (Lahey & Johnson, 1978, p. 63).

The seven-year-old, although he enjoys the company of friends, is still most concerned with the teacher's response to him. As Elkind (1971) describes

he is less sure he knows how to do everything before he is told and now begins to grasp the role of the teacher as a guide and model for his learning rather than as a mere stimulant to action. (p. 71)

On the other hand the eight-year-old is less concerned with the teacher, although he still requires and looks for direction. Elkind (1971) says

at age eight children generally enjoy and look forward to school, although the reasons . . . are less academic than they are social. The presence of bosom friends makes school attractive to this age group. (p. 76)

At age seven children have a good time with friends, but they also enjoy solitary activities. Also these children have greater control over the play situation and are able to stop boisterous activity. Friendship and association with peers are more important to the eight-year-old. Relationships between these children become more based in personality characteristics than in the opportunity to engage in common play activities. At this age children begin to feel the pressures of social status and, as a result, they become more aware of clothing and appearance. By age eight children have learned the basic

social routines and are more polite to adults. These characteristics indicate that students at this level are ready to take a more active and responsible part in classroom learning experiences through such activities as discussion and group work on small projects. The instructional unit provides opportunity for these types of learning experiences.

Emotional Development

Even at this young age these children are displaying many of the emotional and psychological traits which they will carry for the rest of their lives. Experience and personal growth may enable them to deal with the world in a different manner later in life, but the base is evident even at this early age.

Erik Erikson has formulated eight psychosocial crises which man must pass through successfully at different stages in life in order to achieve proper development. The fourth stage is industry versus inferiority, and it is at this stage of development that Grade Two children will be found.

As Binter (1972) says, this stage

corresponds in time to Freud's latency period when the child seeks to discard play as an important part of his life and seeks a feeling of usefulness. Essentially, attaining a sense of industry means attaining a sense of social usefulness and adequacy derived from learning to work with the "tool world" and winning the

recognition that comes from producing things.
A sense of inferiority arises when the elementary school child is not successful in this regard.
(pp. 5-6)

The school and the teacher can have a great deal of influence over whether or not a child deals with this crisis successfully. His abilities and personality can be greatly influenced at this time by the teacher.

This stage also has social implications for the child, for as Erikson says in Binter (1972)

since industry involves doing things beside and with others, a first sense of division of labor and of equality of opportunity develops at this time. (p. 11)

Basically how children feel about themselves and the world around them will depend upon the adults who have played significant roles in their lives thus far. The teacher is often one of these people.

Experiences with Success and Failure

Although it is impossible to generalize for all children, many students at this age should still have a positive attitude toward school. Most primary education experiences are designed with the child's needs in mind, and they are often given successful experiences. While they are not always successful, most primary teachers tend to be aware of the need to provide positive school experiences in general. Any instruction for children should be designed with this in mind. Children at this stage, then,

are generally open to new ideas, and for the most part will be enthusiastic learners.

Some Other Theories Influencing Instruction

Robert Gagne has described eight types of learning which are listed by Kinder (1973) as follows: "1. signal, 2. stimulus-response, 3. chaining, 4. verbal association, 5. multiple discrimination, 6. concept, 7. principle learning, and 8. problem solving" (p. 34). These types of learning occur in a hierarchical fashion from the simple to the more complex. From his description of these types of learning, it seems that he also sees concept formation as a basic method for human beings to acquire knowledge.

Gagne has set certain conditions for each of these types of learning to occur. According to Kinder (1973), media are considered integral to the establishment of such conditions as

1. gaining and maintaining attention, 2. insuring recall of previously learned knowledge, 3. guiding learning by use of verbal and pictorial hints or "cues", 4. providing the learner with feedback, 5. providing situations in which applications may be made through recall and transfer, and 6. evaluating outcomes. (p. 34)

Kinder says that learning and retention are influenced by the mode of instruction. A large percentage of human learning is accomplished through visual experiences. Retention, which goes hand in hand with understanding, is best accomplished through a combination of hearing, seeing,

saying and doing. The instructional package, through class discussion, a slide-tape presentation and the completion of various types of follow-up activities will allow the students to have an opportunity to assimilate ideas through all these types of experiences.

The fact that the children are requested to express their own ideas, and then watch the slide-tape presentation to compare them with someone else's idea, provides motivation for the students. This is in keeping with Jerome Bruner's theory of discovery learning. As he states in Frey and Haugen (1969),

to the degree that one is able to approach learning as a task of discovering something rather than "learning about" it, to that degree will there be a tendency for the child to carry out his learning activities with autonomy of self-reward that is discovery itself. (p. 85)

The activities which are suggested to accompany the various lessons will allow the children to express their own ideas in a variety of ways. This takes into account the idea of creativity being an intellectual attribute along with intelligence. For as Binter (1972) states,

the teacher who is aware of the creative nature of children and nurtures it in each child does far greater justice to the healthy and wholesome development of that child's intellect than does the teacher whose focus is on intelligence as it is presently defined in educational circles. (pp. 117-118)

Summary

Children working at the Grade Two level are generally curious and enthusiastic learners. They are social and outgoing, yet they are very sensitive about how people react to them. If given suitable types of experiences and an understanding teacher, they will grow and mature in a positive manner.

In social studies these students are ready for more varied and broader experiences than those totally related to themselves and their personal experiences. They are ready for a more in-depth study of the world around them beginning with their own larger community. They are better equipped to understand the concepts of time and distance. They are ready for more group experiences, such as discussion and small projects and can accept small individual responsibilities within group projects. They need a combination of concrete and vicarious experiences to aid them in concept attainment. The instructional unit was developed on the basis of these characteristics of the intended learning audience.

CHAPTER V

ANALYSIS OF THE INSTRUCTIONAL UNIT

The instructional unit (see Appendix F) was developed to assist Grade Two teachers in Newfoundland and Labrador in introducing a study of their own community with their students. The unit consists of a teacher guidebook and one slide-tape presentation. The guidebook was designed to provide the teachers with five basic lessons introducing certain selected concepts and skills through specific instructional guidance. Each lesson was outlined so that it could be carried out in one classroom session or developed in more depth over a number of sessions at the discretion of the teacher. Lesson one introduces the concept of what a community is through what is seen in a community, specifically a number of physical realities and people. The slide-tape presentation was developed to introduce these ideas in a general sense using scenes and examples from a number of communities on the Avalon Peninsula. As a follow-up to the slide-tape presentation and in the subsequent lessons the students are led through a more in-depth exploration of some of these concepts, drawing on their own community for examples.

Task Analysis or Concept Analysis

In the developmental process a task analysis or concept analysis breaks down the learning which is intended to take place and provides a base from which specific instructional objectives can be written. Thiagarajan, Semmel, and Semmel (1974) state that

basically, task analysis involves the study of a master performer's behavior and the identification of its components. . . . The technique of concept analysis is similar to that of task analysis except for the content to which it is applied. Task analysis is used when skill development is the goal of instruction. Concept analysis is used when the acquisition of knowledge is the goal. (pp. 31; 43)

Each lesson in the unit was described by the main ideas to be developed and by a task analysis or a concept analysis. From these descriptions and taking into account the student characteristics as described in the learner analysis, instructional objectives for each lesson were written. They are presented below.

Lesson One

Main Ideas to be Developed

1. A community is made up of a number of physical realities, such as buildings of different kinds, streets, telephone poles, fire hydrants and so on.
2. People are also part of the community.

Concept Analysis

Physical
Characteristics

People
all ages

Structures

Other Places
and Things

- houses
(old, modern)
- apartment building
- schools
- library
- churches
- stores
- post office
- bank
- offices
- hospital
- fire hall
- police station
- town hall
- power station
- railway station
- airport
- fish plant
- stadium
- swimming pool

- playground
- ball field
- wooded area
- roads
- street signs
- traffic signs
- fire hydrant

FIGURE 2. "What do we see in a community?"

Instructional Objectives

Each child will:

- 1.1 add to his or her aural and speaking vocabulary the word 'community';
- 1.2 be able to list on a written test the essential components of a community.

Lesson Two

Main Ideas to be Developed

1. Communities have a unique combination of physical characteristics and people, and, therefore, each one is different.
2. Our community is different from all others.
3. Our community has a unique combination of people, places, and things.

Task Analysis

Lesson two consists of a class discussion of the community. During this discussion a joint description of the community will be composed by the class and recorded by the teacher. A task analysis of this lesson is shown in Figure 3.

Contribute orally to a class discussion of their community and to a class description of their community written on a chart by the teacher.

Observe their community with a purpose.

Select from their observation people, places and things to represent their community.

Communicate their ideas orally.

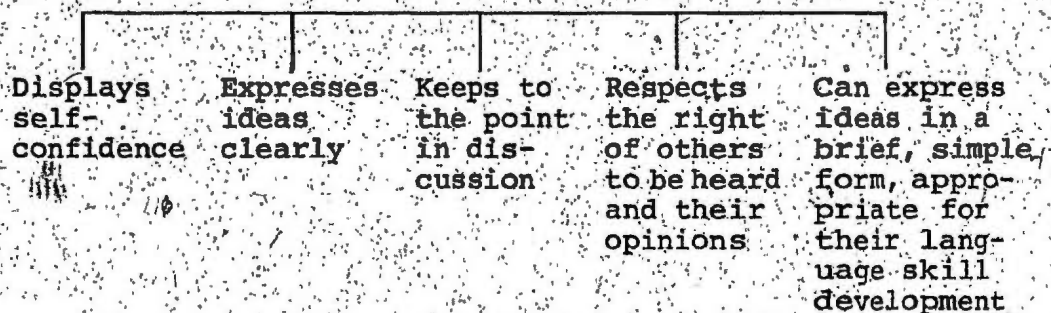


FIGURE 3. Task analysis of community discussion.

Instructional Objectives

Each child will be able to:

- 2.1 print and spell correctly the name of his or her own community;
- 2.2 list on a written test some of the specific people, places and things that make up his or her own community;
- 2.3 describe on a written test his or her own community using these attributes.

Lesson Three

Main Ideas to be Developed

1. People are the essential part of our community.
2. People fulfill different functions in the total operation of our community through employment and voluntary contributions.
3. The people living in our community are dependent on one another.
4. Everyone has something to contribute to the community as a whole.

Instructional Objectives

Each child will be able to:

- 3.1 add to his or her aural and speaking vocabulary the words services and occupations;
- 3.2 list on a written test some of the services provided in his or her community;
- 3.3 list on a written test some of the occupations of people living in his or her community;
- 3.4 list on a written test some of the services that are provided in the community which serve specifically his or her own needs.

Lesson Four

Main Ideas to be Developed

1. Maps are plans or outlines of a larger thing, such as their community, on a smaller scale.
2. Maps are drawn according to the four directions of N, S, E, W, with the top of the map usually facing North.
3. Familiar places in a community can be represented by symbols.
4. Maps usually provide a key to show the meaning of their symbols.

Task Analysis

Lesson four introduces the children to maps and basic map skills through a community map. The students are required to complete a map of their community, as shown in the task analysis in Figure 4.

Instructional Objectives

Each child will be able to:

- 4.1 add to his or her aural and speaking vocabulary the words symbol and map;
- 4.2 recognize a map as a picture of his or her own community;
- 4.3 recognize familiar places and things from around

Complete an outline map of the community following a direction sheet.

Read direction sheet for directions, one at a time.

Interpret directions accurately.

Decide whether one has to plan a route or affix a symbol.

Consult symbol
legend

Locate an appropriate
symbol

Locate the appropriate
space on the outline
map

Affix the appropriate
symbol in the
appropriate space

Locate point of
departure on the map

Locate point of
arrival on the map

Decide on the best
route between the
two points

Trace the route
using the appropriate
pencil

FIGURE 4. Task analysis of map completion

their community by symbols on a map;

4.4 find a route from one place to another within
their community on a map.

Lesson Five

Main Ideas to be Developed

1. Some parts of our community are older than others,
just as some members of the community are older than others.

2. Our community did not always look the same or have the same people in our parents' or our grandparents' time.

3. The way we carry on the activities of daily living is different than in our parents' and grandparents' time.

Instructional Objectives

Each child will be able to:

5.1 state on a written test that some parts of the community are older than others;

5.2 list on a written test several of the older buildings in the community;

5.3 state on a written test one difference between the way they carry on the activities of living and the way his or her parents or grandparents did.

Purpose of the Instructional Objectives

By preparing the set of intended learning outcomes for the unit the developer formed a base from which to make an appropriate selection for the best method to assist the learners in attaining these objectives. For the purpose of the development of this unit the instructional objectives had to be considered from the viewpoint of a dual audience of teachers and learners.

CHAPTER V

RATIONALE FOR CHOICE OF MEDIA

The choice of media for a developmental project can affect the degree of success that it meets in the implementation stage. Stolovitch (1965) surveyed a number of media selection strategies. He suggested six essential factors to be considered in the selection of media.

1. Selection of media should be made systematically.
2. Selection should take into account learner characteristics.
3. Selection should take into account task characteristics.
4. Selection should take into account the pragmatic constraints of the producer.
5. Selection should take into account the pragmatic constraints of the consumer.
6. Selection should be based on the optimal combination of media attributes which match the requirements of the instructional objectives. (p. 51)

Stolovitch (1965) also described a model for media selection. This model (see Figure 5) was followed in the selection of the appropriate media for the proposed instructional unit.

Thiagarajan, Semmel and Semmel (1974) suggested that when instructional designers are attempting to select the medium or media for their projects, they should consider

'what media attributes will help my students attain the instructional objectives?' This question involves matching the entry characteristics of learners, requirements of the task, and critical

Analyze
Characteristics

Learner:
Task:
Production:
Distribution:

Specify
Requirements

--

Specify
Attributes

--

Specify
Media

FIGURE 5. Model for media selection (Stolovitch, 1975, p. 54)

attributes of the concepts to the attributes of media. Once the desired media attributes are listed, we can identify the medium (or combination of media) that has these capabilities. We can then narrow our choice through consideration of production and distribution issues. (p. 68)

These factors were considered with the two segments of the intended audience in mind.

Teacher Attitudes

During the teacher interviews which were conducted for the needs assessment, information was sought from the teachers which could be considered in the determination of the type of media to be used in the proposed unit. The teachers were presented with a number of possibilities for the format of the unit by the developer and their specific preferences were elicited.

The teachers made a number of suggestions which were considered in the determination of the type of media to be used. All expressed the opinion that an instructional unit for primary social studies would have to be described in very specific terms if it was to be used. Most of them mentioned that colorful, pictorial media were very effective for the instruction of young children. They selected either slides or a filmstrip from the list of media as their first choice for instructional purposes. They did not express a preference for one or the other, stating that one was as effective and easy for their use as the other. They stated

that the provision of an audio-tape plus a written script was more desirable than an audio-tape alone, as it gave them the option of using the audio-tape if they chose to do so.

Teacher Guidebook

The most important criterion for a unit of primary social studies which was expressed by teachers was that it should provide detailed and specific instructional strategies. It was decided that this need could best be met through a printed teacher guidebook.

The printed guidebook format was chosen not only because it was seen as the most effective way to provide detailed and specific guidance for teachers, but because it was necessary to have each class study its own community. After the first general introduction to the topic in lesson one it is expected that the unit will be taught by using examples from the community of each class. It was clearly impossible to produce instructional materials that were specific to the study of each community. Therefore, a detailed written description of the concepts to be introduced with specific instructional strategies for drawing examples from particular communities was required to fulfill the aims of the unit. Also, the printed format, because it can be reproduced for a nominal cost, was seen as the way to make the unit available to an optimum number of teachers.

The guidebook was, therefore, designed to provide a comprehensive and detailed description of the content of the unit, as well as the instructional strategies and techniques that teachers can use to adapt the unit to their particular classrooms. Each lesson is specifically delineated, describing (1) the ideas, skills and attitudes to be developed; (2) preparation required of teachers; (3) one or more instructional strategies, including a suggested questioning guide; and (4) the objectives and activities for the students.

Slide-Tape Presentation

The introductory lesson in the proposed unit attempts to focus the attention of a class on what makes up a community. Such a generalized introduction requires examples which have been drawn from sources other than the particular community of the class. The gathering of instructional examples for this section of the unit would be a problem for most classroom teachers. Therefore, the information required to start the children building a concept of the composition of a community was drawn together by the developer and made into a slide-tape presentation.

The slide-tape medium appeals to two senses--sight and hearing--and it provides a more concrete means of presenting information to young children. Also the visual

portion of the presentation will provide examples from typical Newfoundland communities, keeping within the realm of most of the children's personal experience. Such an approach is consistent with the developmental stage of these students.

It is expected that the personal ideas and experiences of the class will be encompassed in the discussion to prepare them to view the slide-tape, as well as in the discussion after the viewing of the presentation. It is suggested in the instructions to the teacher that in the preliminary discussion the children's ideas about the composition of a community should be elicited and recorded by the teacher on a chart or the chalkboard. This should be followed by the presentation of the slide-tape program to the class. After they have seen the program the students are expected to compare their ideas with those presented in the slide-tape presentation.

By taking this approach the children have an added incentive to watch the presentation closely. Also in the discussion periods they will have been learning to formulate and express their own opinions. While comparing their own ideas with those expressed in the slide-tape, they will be encouraged to think critically. The consolidation of the ideas of their own and those presented will provide a more comprehensive and varied base of experience from which to take a beginning overview of their own community.

The presentation of this material in this manner provides the pupils with a break from the traditional method of having the teacher present the ideas. The program can be used in a variety of ways and can be stopped for discussion and review. The equipment required to use this medium is readily available in most schools or from school board offices. It is easy for even the most inexperienced teacher to operate.

The slide-tape medium also had several positive technical features. It could be produced by the developer efficiently and the cost of production was smaller than most other media. The slides and the cassette tape can be readily copied if needed, and their size and shape make them convenient for storage and distribution. Also, the slides can be converted to a filmstrip for a small additional cost.

Based on the need of the teachers for some instructional materials in the teaching of this lesson and the attributes of the media described, the slide-tape medium was chosen for this section of the unit.

CHAPTER VI

PRODUCTION PROCEDURES AND FORMATIVE EVALUATION

Production Procedures

The topic of community study is a complex one which can be approached for instructional purposes in a number of ways. The major task of the initial production of this unit of curriculum and instruction involved the clarification and ordering of the concepts and skills to be introduced in the unit. Much of this task was completed during the discussions which were carried out over a period of several months for the assessment of needs. During this defining of overall goals there was also frequent consultation with the university personnel who were consulted for the needs assessment.

Once the need for such a unit was established and a search of the available existing materials showed that production was warranted, the initial production began in a more formal manner. This process involved an analysis of the intended audience--teachers and learners--and an analysis of the content and skills of the proposed unit to set down some intended goals to fulfill the needs of the

teachers and the intended learning outcomes for the students. Based on this information the appropriate media to achieve these objectives were selected.

The teacher guidebook was then written and prepared for distribution for the formative evaluation. The slide portion of the slide-tape presentation, which had been initially prepared for a course in instructional development, was then revised with the addition of some new slides. These two tasks completed the initial production of the instructional unit.

Formative Evaluation

With the completion of the initial production, the next step in the process was the formative evaluation of the program. Seven classroom teachers were given a copy of the teacher guidebook which contained the script for the slide-tape presentation with descriptions of each slide, to read and evaluate. They were given a questionnaire to complete regarding their evaluation of the unit (see Appendix A). A copy of the teacher guidebook was given to a content specialist and a learner specialist for reading and evaluation. The slide-tape portion of the unit was evaluated by a media specialist. In addition, the entire unit was used in a Grade Two classroom.

Teacher Evaluation

The responses of the teachers to the unit as expressed in the questionnaire were almost entirely positive. All the teachers stated that they thought both they and their students would enjoy completing the unit of study. Most of the teachers expressed the opinion that the majority of students in their classrooms could complete the lessons and activities without difficulty. One teacher suggested that the unit would be more appropriate for Grade Three students. In the view of another teacher, there were too many discussion activities for Grade Two. Most of the teachers stated that in teaching the unit, they would ordinarily not conduct a formal evaluation of the learning at the end of the unit. However, none saw any difficulty with formal evaluation for their students if the developer required it for her project. The teachers stated that the guidebook offered the kind of guidance that they would like to see for a social studies program. The teachers said they would use the unit in their classrooms and they thought that other teachers would also make use of it.

Evaluation by the Content Specialist and the Learner Specialist

Both the content specialist and the learner specialist were professors of Early Childhood Education

at Memorial University. One was currently teaching a methodology course for primary social studies and the other had done so previously. They were both of the opinion that the instructional unit would provide a meaningful and worthwhile learning experience for Grade Two students in the schools of Newfoundland and Labrador.

The content specialist stated that the concepts presented in the package were appropriate for the introduction of community study to primary school age children. He suggested that an added strength of the unit was the fact that as it introduced some of the basic concepts of community study, it also introduced learning skills which should be an integral part of the social studies discipline.

The learner specialist shared the opinion of the content specialist. She suggested that the introduction of the concepts through concrete examples taken from the students' own community was in keeping with the currently accepted theories about the most effective means of instruction for young children. She further suggested that the integration of concepts from the unit with other subject areas was in keeping with the highly favored integrated day approach to primary education.

Evaluation by the Media Specialist

The slide-tape portion of the unit was developed during the completion of an Instructional Development course

at Memorial University. As a part of the sequence of this course the slide-tape presentation was tested and evaluated in a Grade Two classroom. It was also evaluated by the professor who was both a media specialist and an instructional design specialist, and other class members. The presentation was found to be of acceptable quality for classroom use. The professor suggested that although the audio portion of the presentation was excellent, the visual portion could be improved by the inclusion of some slides of better quality. These changes were made during the initial production of the total package.

Classroom Evaluation

After the evaluation had been completed by the teachers and specialists the unit was placed in a Grade Two classroom of children of varying abilities for additional evaluation. The teacher was asked to complete the unit in its entirety as suggested in the guidebook.

The teacher found teaching the unit to be an enjoyable experience for herself. She also found that the students were interested and highly motivated during the lessons and activities suggested in the teacher guidebook. She stated that the students responded with enthusiasm to the slide-tape presentation because it contained scenes and information with which they were familiar.

During the course of the unit the teacher found that the students could participate in the lessons and that most of them could complete the suggested activities without difficulty.

Included in the teacher guidebook were suggestions for a final evaluation of the extent to which the students had met the objectives of the unit to be used at each teacher's discretion. It was suggested that the teacher could carry out an informal evaluation of the students through observation as the various lessons and activities were being completed to ascertain how well they could respond and interact with the concepts and skills being presented. To determine whether the students had developed a general concept of a community based on the ideas introduced, it was suggested that the teacher have a class discussion using a number of questions dealing with the various aspects of community study covered in the unit. The quality and variety of the comments made by the students would determine for the teacher whether this overall goal had been met.

A pencil and paper test was administered to test those instructional objectives which were thought to be suitable for testing in such a manner with children at this developmental stage. This test (see Appendix B) tested six of the instructional objectives. Table 1 shows the matching of the instructional objectives to the test items.

TABLE 1

Instructional Objectives Matched with the Written
Test Items Used in the Formative Evaluation

Objective No.	Test Item
1.2 essential components of a community	1
2.1 printing and spelling of community name	2
4.3 matching of map symbols to their names	3,4
4.4 finding a route on a community map	4
3.8 name occupations of people in the community	5

The extent to which the instructional unit was successful was determined by calculating the percentage of students having various percentages of test items correct. The results are shown in Table 2.

TABLE 2

Percentage of Correct Items on Written Test
in Formative Evaluation

% of Students	% of Items Correct
71	100
71	95 or more
21	90 or more
100	85 or more

The results indicate that all students answered at least 85% of the items correctly. As the items were designed to reflect the various matched objectives, it was concluded that the instructional unit was successful in having a high percentage of the students reach these objectives.

Teacher Reaction to Implementation of the Unit

The teacher found the format of the guidebook easy to follow. She stated that although the unit requires preparation to be completed successfully, the fact that the guidebook clearly outlines each lesson makes it easy to implement in daily classroom teaching. She stated that she would use such a unit and she also expressed the opinion that other Grade Two teachers would also use it as it was a manageable and compact package that could be completed in a reasonable amount of time. She stated that the fact that it could be related to other subject areas, particularly the language arts, was a positive factor. She said that a number of units such as this one, which could be used at appropriate times during the year, would make up an acceptable social studies curriculum.

Conclusions from the Formative Evaluation

The evaluation of the teachers and specialists indicated that the unit of curriculum and instruction was acceptable for practical implementation. The use in the classroom showed that it could be successfully implemented to satisfy the overall goals which were stated for both teachers and learners.

The success of the students on the written test indicated that more of the instructional goals for the unit could be tested in written form if the objectives for each lesson were re-examined and stated in a manner more appropriate to this type of testing. The results of a more extensive written test could then be used to strengthen the results of the summative evaluation.

CHAPTER VII

SUMMATIVE EVALUATION

The summative evaluation was the process of measuring or proving the extent to which the instructional unit was successful in having the intended learning audience reach the stated instructional objectives, thereby achieving its overall purpose. This process required that terminal behavior on the part of the intended learning audience be stated in specific and observable acts that could be accepted as evidence that the objectives were achieved. The classroom testing in the formative evaluation of this unit indicated that this part of the process had not been completed in a manner that could satisfactorily prove that a specific set of instructional objectives had been attained by the unit with an intended learning audience. To solve the problem, three steps were added to the summative evaluation process of this unit. The instructional objectives for the unit had to be re-examined and restated in more specific and observable terms. A concrete instrument--a written test--had to be devised with test items that could be matched to each instructional objective, and at the same time be within the capabilities of Grade Two students. Finally, a method of administering

the test and analyzing its results, coupled with the setting of the criteria which would be considered successful achievement of the instructional objectives, had to be planned before the final evaluation of the unit could take place.

The Process of Defining Specific Instructional Objectives

During the development of this instructional package, the primary purpose was to provide Grade Two teachers with detailed and specific instructional guidance in helping their students acquire an awareness of the order that exists behind community life. In order to accomplish this goal specific concepts were selected to be introduced, using the local community of each class as a concrete illustration of these concepts. While working through the unit the students were provided with the opportunity to order some of the knowledge which they had already acquired through observation and at the same time to gain some new knowledge and insights about the components of their community and the relationships that existed between these components. They were expected to acquire the rudiments of some facts and skills that are particular to the social studies discipline.

The number and depth of concepts that students in a particular class will acquire during the study period depends upon the interest of the teacher and the students in that class, as well as the emphasis and experiences provided by the teacher. This is because, although the teacher guidebook offers specific suggestions for teacher use, it is not prescriptive in nature.

This unit of curriculum and instruction was not developed with the intention of imparting to the intended learning audience a specific set of concepts and skills about communities. It was viewed as a means of introducing young children to their community through a variety of experiences and viewpoints. The overall goal of the unit was to enable the students to gain a more ordered and deeper insight into the functioning of their own community and at the same time develop the rudiments of a generalized concept of community. This initial purpose created a conflict with the process of a formal final evaluation.

Another factor contributing to the difficulty expressed with devising an acceptable means of formal evaluation was the nature of the subject matter being taught and the developmental level of the learners. The subject matter being introduced in this unit is complex in nature and young children could not be expected to grasp many of the concepts with great depth. Also, children at the Grade Two level are limited in their ability to

read and interpret questions of a complex nature, and in their ability to express themselves in written language.

The nature of the final evaluation used during the classroom testing for the formative evaluation was developed to accommodate the overall goals of the developer for the unit considering the developmental level of the students and the need for formal proof that learning could be attributed to the unit of curriculum and instruction. This classroom use demonstrated that the unit could provide enjoyable and meaningful experiences for the students in a manner that was manageable for teachers. The final testing indicated that the students could demonstrate a knowledge of some of the concepts and skills that were introduced. However, it was apparent that this form of testing could not adequately evaluate the full scope of the concepts and skills introduced, nor could it prove satisfactorily that the knowledge and skills demonstrated by the learners could be attributed to the unit itself.

Redefining the Instructional Objectives and Test Development

The unit of curriculum and instruction was re-examined as a whole and by each individual lesson. A set of instructional objectives was then written covering the basic concepts and skills introduced in the unit. The

objectives which were stated were devised to cover what may be considered the core concepts and skills of the unit; however, some classes or students could acquire others in addition to the stated objectives, while others may not be able to meet the criteria set for success on all these objectives, depending largely on the approach taken by a particular teacher with a particular class. Nonetheless, most students in a Grade Two class could be expected to meet these instructional objectives successfully if the suggestions in the teacher guidebook were followed closely.

The objectives were carefully selected in terms of observable behavior which could be translated into written test items appropriate for students at this developmental level. The instructional objectives stated that after the students had completed the unit they would be able to:

- 1.1 demonstrate an understanding of the word 'community';
- 1.2 state that people are the essential component of a community;
- 1.3 state five of the other essential components of a community;
- 2.1 print and spell correctly the name of his or her own community;
- 2.2 name some of the specific people, places, and things that make up his or her own community;

3.1 demonstrate an understanding of the words services and occupations;

3.2 name five of the occupations of people living in his or her community;

3.3 name five of the services provided in his or her community;

3.4 match some of the occupations of people in the community to the services that they provide;

4.1 demonstrate an understanding of the words 'symbol' and 'map';

4.2 recognize a map as a picture of his or her own community;

4.3 recognize familiar places and things from around his or her community by symbols on a map;

4.4 find a route from one place to another within his or her community on a map;

4.5 match a number of standardly used map symbols to their names;

5.1 state that some parts of the community are older than others;

5.2 name one of the older buildings in the community;

5.3 describe one difference between the way that he or she carried on the activities of living and the way his or her grandparents did.

Once the instructional objectives were restated in this manner, the content of the written test was prepared

(see Appendix C). The instructional objectives were matched with the written test as is shown in Table 3.

TABLE 3
Instructional Objectives Matched with Items
on the Written Test

Instructional Objective No.	Test Item
1.1	1
1.2	2
1.3	3
2.1	9
2.2	4
3.1	1
3.2	5
3.3	6
3.4	7
4.1	1
4.2	13
4.3	13
4.4	13
4.5	8
5.1	10
5.2	11
5.3	12

Procedure for the Summative Evaluation

Classroom Testing

The summative evaluation was carried out using an experimental group and a control group. The experimental group worked through the lessons and activities suggested in the teacher guidebook with their classroom teacher over a period of two to three weeks. This group was then given the written test covering the unit of work to obtain post-test results. The control group was given the written test without any instruction from the unit to help to determine if the results of the test obtained by the experimental group could be attributed to the unit itself or other variables.

The experimental group was not given a pretest for a number of reasons. One of the overall goals of the unit was to enable the students to explore their community in a less formal manner than is taken with subjects such as reading and mathematics. The students working through the unit are intended to be guided through the concepts using a variety of student activities and a discovery approach to learning. It was decided that administering a pretest to the experimental group would create an inappropriate awareness of the importance of testing on the subject matter within the class and hamper this approach in the practical implication of the unit. Children at this age would find

it more difficult to understand the concept of an experiment and find a surprise test on unfamiliar material very stressful.

The intended approach for instruction for this unit was not to have the students try to memorize a set group of concepts and skills. The administration of a pretest would suggest such a purpose to the teacher and the students in the experimental group.

The cooperating teachers, learner specialist, and the content specialist expressed the opinion that students at the Grade Two level would find the written test difficult without prior instruction because of the concepts, skills, and terminology that they would have to understand in order to complete it. This opinion was confirmed by the teacher of the control group. She found that the students in her class were frustrated and upset while trying to complete the test, and that they required repeated reassurance that it did not count for a mark. ✓

It was decided after consultation with the various educators that a pretest would be inappropriate for the testing of this unit, and that some valid conclusions could be drawn from a comparison of the results of two similar groups, if one received instruction and one did not.

Selection of Subjects

The experimental group and the control group were two Grade Two classes in two schools under the jurisdiction of the Avalon North Integrated School Board. These two groups did not consist of randomly selected subjects for the purpose of this experiment because the working school setting would not be able to accommodate this type of arrangement for reasons of student and teacher time and available space.

The two classes contained students of varying abilities from a little below average to above average. The students started school in Kindergarten and had progressed to the Grade Two level. The classes did not contain any students who would be considered "special education" students because of poor academic achievement.

The two schools are located in towns 10 miles apart that are economically and socially similar. The students in both classes came from the same variety of home backgrounds and would have been exposed to basically the same cultural experiences. There was a similar number of children in each class who were more travelled and had a more heightened awareness of the concepts being taught. The children in each town had similar experiences of community life as both towns were about the same size and provided basically the same services.

It was assumed, therefore, for the purposes of the evaluation of the unit, the two classes were equivalent.

Administering the Written Test

The experimental group was given the written test by the regular classroom teacher after the class completed the lessons and activities suggested in the teacher guide-book. The control group was given the written test by the regular classroom teacher without any previous instruction.

Each teacher was given the same instructions for administering the test. Specific and detailed instructions were to be given for each test item. The test was to be read aloud with each class and the students were permitted to ask any words that they could not read while writing the test, as they were not expected to be able to read the new words introduced in the unit. Also, the children were permitted to ask for any word to be spelled that they needed to complete their answers. However, no hints or explanations were to be given about any of the words or concepts in the test. The tests were then marked and scored by the teachers. Five points were given for each test item. A question with five parts had one mark for each item. A question requiring only one answer was either right or wrong and was given five points or zero. The tests had a maximum score of sixty-five. The test results were then given to the developer.

Analysis of Results

Three types of analyses were used to examine the data. Two were used for the results of the experimental group alone: (a) the percentage of students with the percentage of items correct on the written test; and (b) an item analysis of each item on the written test with a criterion of three or more set for success. A comparison of the means of the experimental group and the control group on the written test by a t-test.

Percentage of Students with Correct Items

This analysis was conducted to determine the level of achievement obtained by the experimental group on the written test. As shown in Table 4, 75% of the students who completed the unit of curriculum and instruction obtained a score of 70% or more on the written test. These figures show a good level of achievement by the students in this group and demonstrates an acceptable level of performance for the unit of curriculum and instruction.

Item Analysis

This analysis, with a predetermined criterion of three or more on each item set for success, was conducted to determine the level of achievement of the experimental group on each item on the written test. A criterion of

TABLE 4
Percentage of Correct Items in Summative Evaluation

% of Students	% of Items Correct
2	100%
8	95% or more
29	90% or more
54	85% or more
67	80% or more
71	75% or more
75	70% or more
25	less than 70%

70% of the students in this group obtaining a score of three or more on each item was set as an acceptable level to indicate whether each instructional objective had been met, as is shown in Table 5.

Using the previously set criteria, all but two of the individual objectives were met. Most of the objectives were met well above the criterion level that was set as acceptable. 67% of the students met the criteria of acceptability for question five. This was just three points below the level set. This question asked the children to list five occupations of people found in their own community. This lower percentage can be

TABLE 5
Item Analysis

Question	N _s (3 or more posttest score)	% students reaching criteria
1	21	88
2	17	71
3	17	71
4	19	79
5	16	67
6	24	100
7	23	96
8	24	100
9	21	88
10	21	88
11	14	60
12	19	79
13	24	100

attributed to the students' confusing place of occupation with the occupation. Many of the students listed some occupations and some places of occupation, such as, 'fire hall' or 'police station'. If the students did not list the occupation exactly as 'fire man' instead of 'fire hall' it was considered incorrect. This is more a problem of

the students not expressing their answers in exact terminology rather than their total misunderstanding of the concept of occupation.

60% of the students met the criteria of acceptability for question eleven. This question asked the students to name one of the older buildings in their community. The students either had to get five or zero for this question. It was part of the most difficult section of the unit for young children to understand as it discussed the concept of some parts of the community being older than others. The students were expected to name specific buildings and not just say church or school, and a number of students just said 'church' and did not identify a specific church. Others did not understand the question or the concept as they left it blank or gave a completely incorrect answer by naming an unacceptable building.

After examining the overall results of the item analysis, it was concluded that overall the instructional objectives for the unit had been met.

Comparison of Means

This analysis was conducted to assess the extent to which the unit of curriculum and instruction resulted in a significant growth of learning by the students in the experimental group.

The means of the experimental group and the control group were compared and the level of significance of the difference was tested by the use of a t -test. As is shown in Table 6, there was a significant difference in the means of the experimental group and the control group. The significantly better performance of the group who studied the unit of instruction suggests that their success can be attributed to their experiences with the unit.

TABLE 6

Comparison of Posttest Means, Experimental Group,
and Control Group

Group	N	M	SD	t value
1	24	52.50	9.26	13.55*
2	22	20.73	6.20	

*df = 44; $p < .001$

Teacher Evaluation

It has been stated that the classroom teacher plays a very significant role in the provision of social studies experiences for primary students. It was, therefore, considered important to ascertain the reaction of the

teacher using the unit in her classroom. In order to do this a teacher questionnaire was drawn up for the teacher to state her opinion about the unit (see Appendix D).

The teacher stated that the unit provided a valuable and enjoyable learning experience for her class. She stated that it would be helpful in preparing students for later social studies experiences. She found that it required some extra preparation, but that the format of the teacher guidebook enabled her to do this without extensive work on her part. She stated that the unit provided a pleasant break from regular class work for both the students and the teacher. She found it enjoyable to teach because the level of student interest was high.

Limitations of the Summative Evaluation

While the summative evaluations were positive, care should be taken in interpreting the results. The method of evaluation had several severe limitations as evaluation of the unit of instruction was conducted using two groups which were not randomly selected. The equivalence of the two groups was assumed on the basis of information obtained from the two schools and the similarity of their community settings. The assumed equivalence of the two groups was not confirmed by the use of a pretest which would have shown the extent to which the two groups were,

in fact, equivalent in their knowledge of the concepts before testing took place.

The written test required the students in both groups to interpret and respond to concepts, terminology and skills, which for the most part, were unfamiliar to Grade Two students. It cannot be assumed from the written test that the students in the control group did not possess some of the information about their community required to successfully complete the test, but only that they could not demonstrate this knowledge in the same manner as it was presented in the unit and on the test.

The instructional objectives which were formally evaluated for this experiment are indicative of the core of learning which can take place from the instructional unit. However, all these objectives need not be met to satisfy the overall goals of the unit.

Conclusion

Although there are several aspects of the summative evaluation which are based on assumption, it indicates that the instructional objectives were met by the instructional unit. The various types of evaluation which were carried out throughout the developmental process indicate that the overall goals for the production of the unit were met. The unit can provide effective learning experiences in

social studies which capture the interest of young children. At the same time the unit provides a manageable and enjoyable means for interested teachers to use in providing social studies experiences for their students.

CHAPTER VIII

CONCLUSION AND RECOMMENDATIONS

Conclusion

The evaluation of this unit has demonstrated that young children can acquire knowledge about complex subject matter, such as social studies, if it is presented in a manner that is appropriate to their developmental level. It shows that teachers want to provide their students with meaningful and enjoyable learning experiences that allow them to apply the basic skills, such as reading and writing, that they are teaching every day. If teachers are provided with specific instructional guidance they will teach social studies.

Recommendations

Teachers should be provided with a number of units, such as this one, which can be covered in a time period of a month. The units could be taught at various times during the school year when it is most appropriate for the students. The units should use community resources and be applicable to the local community of the various

classes. The units should provide enough specific guidance so that the teacher is not overburdened with planning and preparation. If this type of approach is taken with social studies for young children then they can have many enjoyable and meaningful learning experiences while being prepared for later studies and later citizenship.

Units, such as this one, which are being developed should be made available to teachers through some of the various resource lending agencies. This could be accomplished through the Resources Division of the Department of Education, the Resources Clearing House at Memorial University or the various resource centers which are being set up at the school board level around the province.

This unit of curriculum and instruction could be used as part of the instructional base for the Grade Two curriculum which is specified in the curriculum guide published by the Department of Education, Design for Social Studies K-VI in Newfoundland and Labrador. The unit covers many of the specific objectives described in this guide.

The area of emphasis for the Grade Two curriculum in the guide is the local community. Many of the knowledge, values and skills objectives which are specified in the government curriculum guide are developed from an instructional point of view in the unit. These objectives and the appropriate lesson in the unit that introduces

each one are shown in Table 7.

TABLE 7
Government Curriculum Objectives Matched With
Unit Lessons

Objectives from Curriculum Guide	Unit Lesson
<u>Knowledge Objectives</u>	
children will know	
the geography of the local community significant landmarks buildings	1, 2, 4
that communities differ according to location	1, 2
the people in the community why people live in communities	1, 2, 3
of workers in the local communities and the services they give	1, 2, 3
about the local community in the past	5
<u>Values, Appreciations, and Attitudes</u>	
an appreciation of the interdependence of communities	1, 2, 3
an appreciation of workers serving the community	3

(cont'd.)

Table 2 (cont'd.)

Objectives from Curriculum Guide	Unit Lesson
<u>Skills</u>	
Language skills	1-5
social skills (talking, sharing ideas, working and playing as members of a group, assuming the roles of leader and follower, making decisions, carrying out plans)	1-5
thinking of the separation of a past event from the present; relating the past to the present	5
familiarity with natural and man-made features of the community; making simple maps of street, school, neighbourhood, and community; using symbols and map legends	1, 2, 4

Note: The objectives in Column 1 are from Design for Social Studies K-VI in Newfoundland and Labrador, n.d.

"Since the Department of Education is adopting an instructional approach to the new social studies curriculum for the primary grades which would not have one prescribed text, this unit and other locally-produced materials could play an important role in fulfilling the instructional needs of teachers.

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APPENDICES

APPENDIX A

TEACHER QUESTIONNAIRE FOR
FORMATIVE EVALUATION

Directions

While completing this questionnaire please try to be as specific as possible. Any examples or comments which you can provide would be most helpful in the overall evaluation of the unit.

Name of Teacher: _____

Name of School: _____

Community: _____

Date: _____

1. In your opinion would the students in your class find this unit on their community interesting and enjoyable?

Could you estimate how many students would enjoy the unit by choosing one of:

- a. all of them
- b. most of them
- c. some of them
- d. a few
- e. none

7 Comments: Why or why not?

2. In your opinion could most of the students in your class complete the lessons and activities, as suggested in the teacher guidebook, without a great deal of difficulty?

Could you estimate how many students could complete the lessons and activities by choosing one of:

- a. all of them
- b. most of them
- c. some of them
- d. a few
- e. none

Comments: Why or why not?

(cont'd.)

3. In your opinion, could this unit of lessons and activities as a whole provide interesting and effective learning experiences for your students?

Comments:

4. In your opinion, are the suggestions for final evaluation appropriate for the content of the unit?

5. In your opinion, could most of the students in your class successfully complete the final evaluation after working through this unit?

Comments: Why or why not?

6. In your opinion, are the procedures and activities, which are suggested in the teacher guidebook, appropriate for teaching the content of this unit to Grade Two students?

(cont'd.)

7. Is the format of the guidebook easy to follow?

8. Would this guidebook enable you to teach this unit without undue planning and preparation? Comment on the strengths and weaknesses of the guidebook pertaining to this question.

9. Would you use a unit such as this one in your classroom?

10. In your opinion, would other Grade Two teachers around the province be interested in using a unit such as this one in their classrooms?

11. Describe briefly your overall opinion about the value of this unit for Grade Two teachers and students.

APPENDIX B

STUDENT TEST FOR
FORMATIVE EVALUATION

Test Directions

The teacher should go over the directions for completing the test with the class before they start. The instructions should be explained so that the students understand clearly what they are to do for each question. For example, they should understand that only those things which would be included in a basic definition of a community should be circled. The children should be told to ask any words that they cannot read.

1. Circle all the people and things that could be put together to make a community:

school

father

dish

yellow

children

doll

house

road

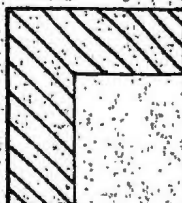
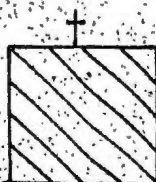
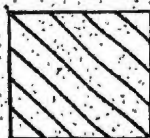
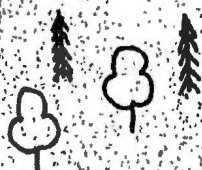
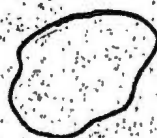
store

water

2. Print the name of your community.
-

(cont'd.)

3. Match the symbol to its name.



woods

house

pond

road

school

church

4. These questions were given with an outline map of the local community.

- a) Color the water blue.
- b) With a red crayon circle the church.
- c) With a yellow crayon show how you could walk from the school to the stores.
- d) Color the woods green.
- e) Put an orange X on the fish plant.
- f) Put a red dot on the place where you could go skating.

5. Print five occupations you can find in your community from the list of words:

green boy
doctor nurse dentist policeman
car table teacher
storekeeper boat fireman
dog man bus driver

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

APPENDIX C

STUDENT TEST FOR
SUMMATIVE EVALUATION

Name: _____

1. Fill in the blanks. Use these words:

symbol map service
community occupation

a) A _____ is a place where people live and work.

b) An _____ is a job.

c) A _____ is work that someone does to help others.

d) A _____ is a picture of a community that shows buildings and roads. It can help you get from one place to another.

e) A _____ is a picture used to show things like houses and roads on a map.

2. What is the most important part of a community?

3. List five other important parts of a community.

1) _____

2) _____

3) _____

4) _____

5) _____

(cont'd.)

4. List five of the important parts of your community.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

5. List five occupations of people in your community.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6. Put a / by five services you can get in your community.

- a) buy food _____
- b) go to school _____
- c) go to the hospital _____
- d) go to the doctor _____
- e) get your car fixed _____
- f) get on a plane to go away _____
- g) go shopping at a mall _____
- h) go skating in a stadium _____
- i) get your teeth fixed _____
- j) buy clothes _____

(cont'd.)

7. Match the occupations and services:

- | | | |
|----------------|-------|-----------------------------|
| 1) doctor | _____ | sells us things we need |
| 2) storekeeper | _____ | helps us learn things |
| 3) teacher | _____ | helps keep us safe |
| 4) policeman | _____ | helps us care for our teeth |
| 5) dentist | _____ | helps us keep well |

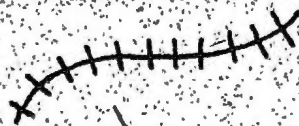
8. Match the symbol to its name.



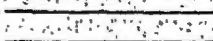
railway



house



trees



wharf



road

9. Print the name of your community.

(cont'd.)

11. Name one older building in our community.

12. Tell about one way that the things that you do are different from the things that your parents or grandparents did when they were your age.

(cont'd.)

13. Present the following or similar questions with an outline map of the community being studied.

- a) What is the name of this community? Print its name on the line below the map.
- b) Draw a circle around your school.
- c) Put an X on the fish store.
- d) Colour the harbour blue. Colour some trees green.
- e) Show how you could walk from your school to the drug store.

APPENDIX D

TEACHER QUESTIONNAIRE FOR
SUMMATIVE EVALUATION

1. Describe your reaction to this unit with reference to its value as a learning experience for Grade Two students.
2. Were the lessons and activities suggested in the teacher guidebook appropriate to the interest and ability level of Grade Two students?
3. Describe how your students responded to the lessons and activities in the unit with reference to their level of interest and enthusiasm.
4. Did the completion of this unit of study enable your students to have some meaningful learning experiences?
5. With reference to question 4, could you describe the most important learning experiences your class had.

6. Were the procedures and activities suggested in the teacher guidebook appropriate for the teaching and learning of the subject matter in a Grade Two class?
7. Describe your reaction to the teacher guidebook as an aid to completing the unit of study with your students.
8. Describe your reaction to the slide-tape presentation as a method of introducing the subject matter of the unit to your class.
9. Were the visual and audio portions of the slide-tape presentation appropriate to the interest and ability level of your students?
10. Has the slide-tape presentation acceptable quality for classroom use?

11. Describe your reaction to teaching this unit with reference to your level of interest and enjoyment.
12. Did the teaching of this unit require more planning and preparation than a classroom teacher would be able to achieve during the regular time allotted for pre-preparation?
13. Would other primary teachers around the province be interested in using this unit in their classrooms?
14. Describe any particularly strong or weak points that the unit had.
15. Additional comments.

APPENDIX E

SCRIPT: SLIDE-TAPE PRESENTATION

"WHAT DO WE SEE IN A COMMUNITY?"

SCRIPT: SLIDE-TAPE PRESENTATION

"WHAT DO WE SEE IN A COMMUNITY?"

VISUAL

AUDIO

- | | |
|--|---|
| 1. Focus--start tape. | |
| 2. What do we see in a community? | |
| 3. Narrated by:
Linda Mastropietro | |
| 4. Produced by:
Ruth Winter | |
| 5. General community picture | Almost everyone lives in a community |
| 6. General community picture | If you look around a community, you will see many different things. |
| 7. Community picture with people as its focus | You will see all kinds of people. |
| 8. Community pictures with people as its focus | They are the most important part. |
| 9. Picture of a group of houses | Everyone needs a place to live. |
| 10. Old house | You may live in an older home, |
| 11. New house | or a new one. |

(cont'd.)

12. Apartment building

Some of you may live in an apartment.

13. School

Communities also have schools, where you can learn about lots of different things.

14. Another school

15. Library

You will also probably find a library to help you find out things for yourself.

16. Church

Most communities have churches for people of different faiths.

17. Another church

18. General picture of stores

You can get many of the things you need right in your own community.

19. Clothing store

There are stores where you can buy such things as clothes, or food,

20. Supermarket

21. General store

or lots of different things at the same time.

22. Post office

You can also mail a letter, or put your money in a safe place.

23. Bank

24. Doctor's office

Many communities have offices for doctors.

25. Another office

There may also be other types of offices.

(cont'd.)

26. Hospital

Some places are there to help keep us well, such as the hospital.

27. Fire hall

Others help to keep us safe, such as the fire hall, and the police station.

28. Police station

The people at the town hall look after running the community.

29. Town hall

30. Fire hydrant

Some communities provide water,

31. Generating station

and most provide electricity for the people living there.

32. General shot of road

There are also ways to get people and goods around, such as roads,

33. Tracks and railway station

railways,

34. Boat

and boats,

35. Airport

A few communities even have airports for planes.

36. Factory and plant

Some communities produce things for people in other towns and countries,

(cont'd.)

37. Fish plant

such as fish plants, which
process fish for sale.

38. Stadium

Most communities also have
places to have fun, such as
a stadium,

39. Swimming pool

a swimming pool,

40. Playground

a playground,

41. Wooded area

or just a beautiful place to
be outdoors.

42. General community
picture

Your community may have all,
or only some of these things.

43. General community
picture

Why don't you look around and
see?

APPENDIX F

TEACHER GUIDEBOOK:

"AN INTRODUCTION TO COMMUNITY STUDY"

"AN INTRODUCTION TO COMMUNITY STUDY"

A Unit of Grade Two Social Studies

TEACHER GUIDEBOOK

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Purposes of the Instructional Unit

Primary teachers in Newfoundland and Labrador have expressed a need for more detailed and specific instructional guidance in providing social studies experiences for their students. This particular instructional unit was developed to serve as a guide for Grade Two teachers to follow while conducting an introductory study of their local community with their students. The unit consists of this teacher guidebook and a slide-tape presentation to supplement lesson one.

Most children will have made certain observations and acquired a certain amount of information about their own community by the time they reach Grade Two. This instructional unit was developed to provide these students with an opportunity to study and order the fragments of information that they have already acquired. At the same time, the suggested experiences should allow them to gain new knowledge and insights about the components of their community and the relationships that exist between these components.

While the students are engaged in this study they will be able to gain the rudiments of some facts and skills that are peculiar to the social studies discipline. The completion of the lessons and activities will require the students to practice certain skills which will have

applicability for future experiences in social studies and a variety of other disciplines. This unit will initiate an awareness of the various basic components of a community and will enable students to form basic interests, attitudes, and appreciations that will help to equip them for future citizenship. It should also help them to begin to develop an appreciation of their own culture and heritage.

The Process Used in the Development
of the Instructional Unit

This instructional unit was designed using a systematic plan for instructional development. The content and the instructional strategies for the unit were selected in consultation with practising Grade Two teachers, a number of social studies consultants at the school board level, and various professors at Memorial University, who are concerned with either social studies education, early childhood education, or learning resources.

An assessment of needs was carried out through discussions with the teachers, consultants, and professors. Once the factual content for the unit was selected a general profile of Grade Two students was written, drawing upon theories of development and learning, the sociological climate of the province, and the opinions of practising educators. This general learner analysis was used as a

guide for the selection of those instructional materials and strategies, which the developer felt could ensure meaningful and effective social studies experiences for the majority of students. After giving close consideration to the needs and suggestions of all the various groups consulted about the unit of work this instructional package was produced.

Testing the Instructional Unit

This instructional unit was evaluated in a number of ways. It was examined by classroom teachers and a number of university personnel. It was used in two regular Grade Two classrooms. The degree to which the students attained the instructional objectives was evaluated by comparing the results obtained on the written test by one class that had completed the unit and one that had not. The unit received a favorable reaction from all the educators consulted and the comparison of the test results showed that student learning took place from the unit.

The Instructional Unit and the Social Studies Curriculum of the Department of Education

Since this instructional unit was first devised and tested, the Department of Education has published a new curriculum guide for social studies from Kindergarten to

Grade Six. This unit of study could be used as part of an instructional base for the Grade Two curriculum as specified in Design for Social Studies K-VI in Newfoundland and Labrador. It could be valuable to teachers trying to implement this curriculum in their classrooms, as it provides specific instructional guidance for many of the objectives described in the guide.

The area of emphasis for the new Grade Two curriculum is the local community. Many of the knowledge, values and skills objectives which are specified in the government curriculum guide are developed for classroom instruction in this unit. These objectives and the appropriate lesson in the unit that introduces each one are shown in Table 1.

TABLE 1

Government Curriculum Objectives Matched with
the Unit Lessons

Objectives from Curriculum Guide	Unit Lesson
<u>Knowledge Objectives</u>	
children will know	
the geography of the local community	1, 2, 4
significant landmarks	
buildings	

(cont'd.)

Table 1 (cont'd.)

Objectives from Curriculum Guide	Unit Lesson
<u>Knowledge Objectives (cont'd.)</u>	
that communities differ according to location	1, 2
the people in the community why people live in communities	1, 2, 3
of workers in the local communities and the services they give	1, 2, 3
about the local community in the past	5
<u>Values, Appreciations, and Attitudes</u>	
an appreciation of the interdependence of communities	1, 2, 3
an appreciation of workers serving the community	3
<u>Skills</u>	
language skills	1-5
social skills (talking, sharing ideas, working and playing as members of a group, assuming the roles of leader and follower, making decisions, carrying out plans)	1-5
thinking of the separation of a past event from the present; relating the past to the present	5
familiarity with natural and man-made features of the community; making simple maps of street, school, neighbourhood, and community; using symbols and map legends	1, 2, 4

Note: The objectives in Column 1 are from Design for Social Studies K-VI in Newfoundland and Labrador, n.d.

A classroom teacher using this unit for instructional assistance could use each lesson in this unit as an introduction to the government specified curriculum objectives and further expand each topic in further lessons for more in-depth study. Those objectives which are not directly covered in the unit could be brought into the course of study at times that are deemed appropriate by the teacher. Other resources, such as appropriate topics from other disciplines, children's literature, filmstrips, and study prints available to the teacher could be used to further develop the concepts being introduced.

The Instructional Unit

Learning Outcomes for the Unit

This instructional unit was developed following the suggestions made by practising teachers concerning the type of curriculum and instructional guidance that they would find most helpful in providing social studies experiences for their students. It was designed to provide a systematic and orderly plan for teachers to follow in guiding their students in the acquisition of facts and generalizations, learning process skills, as well as attitudes and appreciations.

Main ideas to be introduced and instructional objectives. The students will be expected to acquire

specific facts and generalizations by completing the lessons and activities described in this unit. The concepts introduced in each lesson are suggested as main ideas to be developed and as instructional objectives for the students. The degree to which the students can be expected to achieve the suggested instructional objectives is dependent on the amount of emphasis each one gets during classroom instructional experiences. The amount of emphasis is related to the degree of importance the teacher attaches to each objective and the amount of interest displayed by the students. The use of this unit can be a worthwhile experience without all the objectives being met.

Learning process skills. The students will gain experience in the following learning process skills, while taking part in the lessons and activities for this instructional unit.

1. Acquiring information through listening and observing.
 - a) listening and observing with a purpose
 - b) listening to others with interest and understanding
2. Organizing information.
 - a) acquiring answers to questions from materials heard and viewed
3. Evaluating information.
 - a) making inferences and generalizations from material presented

4. Interpreting pictorial material.

- a) recognizing this type of material as a source of information
- b) using this material to help make inferences and draw some conclusions

5. Communicating orally and in writing.

- a) displays self-confidence
- b) expresses ideas clearly
- c) keeps to the point in discussion
- d) respects the right of others to be heard, and their opinions
- e) can express ideas in a brief simple form, appropriate for their language skill development.

Attitudes and appreciations. The students will begin to form a base from which certain attitudes and appreciations can develop through this unit. These attitudes and appreciations are:

- 1. An awareness of things seen in their community every day.
- 2. An appreciation of the many components that make up their community.
- 3. An appreciation of the role of people in the composition and function of their community.
- 4. An appreciation of the heritage of their community.
- 5. An appreciation of the role that their community plays in the way that they live their daily lives.

Content and Organization of the Lesson Plans

This unit of social studies lessons and activities was designed so that it could be covered over a three-week period, based on the scheduling by the teacher of two one-half-hour periods per week for social studies. The student activities, which cannot be completed during these periods, have been suggested for integration with other subject areas during the week. The unit could easily be expanded to be covered over a longer period of time. Each lesson could be approached as a small unit and the concepts introduced in each studied in greater depth. The lessons readily lend themselves to further study and more extensive use of the resources of the community. The concepts for a lesson could be studied and the next lesson left for a later date or more appropriate time. This more expanded approach could lead to a greater depth of understanding on the part of the students.

Each lesson is described under the following headings: 1) main ideas to be introduced; 2) instructional objectives for students; 3) preparation for the lesson; 4) a lesson plan; 5) student activities (if appropriate); and 6) suggestions for further study. This format was chosen to provide teachers with specific and organized suggestions to use in the introduction of their students to a study of their own community. Some alternative methods of conducting the lessons have been suggested whenever it

was deemed appropriate. These lesson plans and student activities are meant to serve as a helpful guide for teachers, but they are not meant to be prescriptive. Teachers should study the plans and adapt the ideas in the manner that they feel will be most effective for their students and most convenient for them.

Student Activities

The activities which are suggested throughout this unit for students serve more than one purpose. They were chosen to involve the students in the teaching/learning process and provide the students with an opportunity to think about what they have seen and heard. They enable the students to practice thinking and learning skills which are applicable to a variety of disciplines.

It is important for young children to learn to express their ideas and opinions clearly and precisely. They should develop confidence in their own ideas and respect for those of other people, including their peers. The student activities in this unit are an integral part of the learning experience. They were designed to allow the students to express themselves in a variety of ways about the ideas to which they are being exposed during the lessons. These activities will enable the students to analyze information to form opinions, as well as provide them with an opportunity to express their ideas.

Adapting the Unit for a Particular Class

The community setting in which a particular class is located must be considered by a teacher if this unit is to be used with optimum effectiveness in his or her class. The lessons are described in terms of studying a whole community. This could pose a problem for those teachers working in more urban areas. Perhaps a way to overcome this problem would be to conduct an in-depth study of the neighbourhood of the school following this guidebook in conjunction with a more superficial study of the total urban area. Their neighbourhood should be described as a part of the total urban community. Children in rural areas may be bussed to another community close to their own to go to school and this situation, too, could present a problem for the teacher. The community from which the majority of students come, or the community in which the school is located, could be studied. Children in this situation could describe examples from their own community in discussion and use them in completing the other activities. Another approach would be to study several small communities as an area and allow the students to draw examples from their own particular community. Lesson five introduces community history and this idea may not be applicable to towns and areas that are relatively new. This concept would have to be approached through an emphasis on the way of life of parents and grandparents in this type of area.

Lesson One

Main Ideas to be Introduced

1. People are the essential component of a community.
2. A community is also made up of a number of physical realities, such as buildings of different kinds, streets, telephone poles, and so on, superimposed upon a natural environment.

Learning Outcomes for Students

Instructional objectives. 1) Each child will demonstrate an understanding of the word community. 2) Each child will be able to state that people are the essential component of a community. 3) Each child will be able to state five of the other essential components of a community.

Learning process skills. 1) Each child will gain experience in listening and contributing during a class discussion. 2) Each child will gain experience in the use of a slide-tape presentation as a source of information.

Preparation for the Lesson

Audio-visual materials which are to be used in a classroom should present suitable subject matter in a manner appropriate to the developmental level of the students. Such materials should also be in good condition so that,

their technical quality is not hampered. The classroom teacher should always preview such presentations considering these factors before using them with a group of students. Therefore, the slide-tape presentation to be used with this lesson should be previewed before it is used. On the day of the lesson the equipment should be set up in the classroom, and the materials made ready, so that the presentation will run smoothly without any technical problems.

Discussion periods can be much more effective teaching tools if they are carefully thought out, but not rigidly planned in advance. The teacher should spend a short time considering and organizing the specific questions that are to be used in guiding the discussion period. Some consideration should be given to the responses which the class might be expected to give in this discussion to further aid the teacher in preparing for this lesson.

The students are to be asked for their ideas about the concept of community before the slide-tape presentation is to be given. These ideas are to be recorded for later discussion. If this is to be done on chart paper, bristol board, or something other than the chalkboard, these materials should be gathered together and set up in advance.

A Lesson Plan

The children should first be introduced to the word community. It should be written on the chalkboard and

the students should be told that the class is going to spend some time exploring what it means. During this discussion the teacher should elicit responses from the students to such questions as:

1. How many of you think you know what a community is?
2. How would you describe a community?
3. What do you think makes up a community?

The responses of the class should be recorded. The children should be told that they are going to watch a slide-tape presentation, which describes some of the things that they might see in a community. They should be asked to watch carefully so that they can compare their ideas to those presented in the slide-tape.

The audio-visual materials should then be presented to the class. A copy of the audio portion of the presentation is provided for teachers who may wish to make their own commentary on the slides (see last section of the lesson plan). The teacher should remember that this medium allows the class to stop and discuss points of interest during the presentation.

After the students have viewed the slide-tape presentation, a follow-up discussion should be held with the class. They should be guided to compare their ideas with those seen in the presentation. The discussion should continue to raise some important points through questions such as:

1. We have discussed many things that we might see in a community, such as houses, stores, telephone poles, and so on. How do you think all those things get there? (They are all made by people).

2. Why do people live together and make all those things?

3. If we consider that most of the things that we see in a community are made by people because they provide things that are needed for daily living, what do you think is the most important part of a community? (It is people who are most important).

4. Did we see things in the slide-tape presentation that people did not make? (Land, water, woods, rocks, and so on).

So we could say that a community is made up of people, and places and things made by people built upon a natural environment of land and water.

The questions which have been described here are merely suggestions. The teacher should guide the discussion in a manner which is most appropriate for his or her particular class. The questions do suggest a logical progression of facts and ideas to which the students should be introduced.

Alternatives to the Lesson Plan

This lesson could be conducted through class discussion without the slide-tape presentation. The teacher

) could verbally point out examples from the community similar to those depicted in the slide-tape presentation. However, some form of visual presentation would strengthen the lesson for children at this developmental level. The questions could also be discussed prior to and after a walk around their community.

The teacher could prepare alternative visuals for the discussion in a number of ways. Referring to the examples described in the script of the slide-tape presentation, a teacher could collect pictures from magazines to use as examples. If facilities are available for the local production of materials, the teacher could produce a series of slides or photographs for the class depicting examples from their particular area. A copy of the script of the slide-tape presentation with an accompanying description of each visual has been provided for reference by the teacher.

Suggestions for Further Development of the Main Ideas

Since the students will be meeting new vocabulary words throughout this unit of study it would be useful to have the students begin a new word book in which to copy new words with their meanings. The students could be asked to bring a notebook for this purpose or the teacher could have the students make their own using paper and construction

paper. These notebooks could also be used to make notes for student activities and record other information covered throughout the unit.

Slide-Tape PresentationVisualAudio Script

- | | |
|--|---|
| 1. Focus--start tape. | |
| 2. What do we see in a community? | |
| 3. Narrated by:
Linda Mastropietro | |
| 4. Produced by:
Ruth Winter | |
| 5. General community picture | Almost everyone lives in a community. |
| 6. General community picture | If you look around a community, you will see many different things. |
| 7. Community picture with people as its focus | You will see all kinds of people. |
| 8. Community pictures with people as its focus | They are the most important part. |
| 9. Picture of a group of houses | Everyone needs a place to live. |
| 10. Old house | You may live in an older home, |
| 11. New house | or a new one. |
| 12. Apartment building | Some of you may live in an apartment. |
| 13. School | Communities also have schools, |
| 14. Another school | where you can learn about lots of different things. |

15. Library

You will also probably find a library to help you find out things for yourself.

16. Church

Most communities have churches for people of different faiths.

17. Another church

18. General picture of
stores

You can get many of the things you need right in your own community.

19. Clothing store

There are stores where you can buy such things as clothes, or food,

20. Supermarket

21. General store

or lots of different things at the same time.

22. Post office

You can also mail a letter, or put your money in a safe place.

23. Bank

24. Doctor's office

Many communities have offices for doctors.

25. Another office

There may also be other types of offices.

26. Hospital

Some places are there to help keep us well, such as the hospital.

27. Fire hall

Others help to keep us safe, such as the fire hall

28. Police station

and the police station.

29. Town hall

The people at the town hall look after running the community.

30. Fire hydrant

Some communities provide water,

31. Generating station

and most provide electricity for the people living there.

32. General shot of road

There are also ways to get people and goods around, such as roads,

33. Tracks and railway station

railways,

34. Boat

and boats,

35. Airport

A few communities even have airports for planes.

36. Factory and plant

Some communities produce things for people in other towns and countries,

37. Fish plant

such as fish plants, which process fish for sale.

38. Stadium

Most communities also have places to have fun, such as a stadium,

39. Swimming pool

a swimming pool,

40. Playground

a playground,

41. Wooded area

or just a beautiful place to be outdoors.

42. General community
picture

Your community may have
all, or only some of these
things.

43. General community
picture

Why don't you look around
and see?

Lesson Two

Main Ideas to be Introduced

1. All communities contain some of the basic components which can be drawn from a general definition of the concept of community.
2. Each individual community has a unique combination of physical characteristics and people.
3. Our community has a unique combination of people, places, and things.
4. Our community is different than any other.

Learning Outcomes for Students

Instructional objectives. 1) Each child will be able to print and spell correctly the name of his or her own community. 2) Each child will be able to name some of the specific people, places, and things that make up his or her own community.

Learning process skills. 1) Each child will gain experience in listening and contributing during a class discussion. 2) Each child will gain experience in expressing his feelings and ideas through art.

Preparation for the Lesson

The teacher should consider the facts that he or she considers appropriate for the particular class to discuss

about their community. A series of guiding questions should be selected. The chart paper, provincial map, and other materials which will be required to record the class description of the community should be gathered together.

A Lesson Plan

This lesson consists primarily of a class discussion which reviews the basic components of a community that were introduced in Lesson 1, using their own community as an example. At this time the students should be given the opportunity to apply this general definition to their own particular community. This class discussion should be carefully directed by the teacher, but it should not ignore the students' impressions of their community. A walk around the community would be a valuable experience for the students at this time. It would enable them to gather fresh impressions of their town to bring to the class discussion. If this is not possible then the children could be asked to pay special attention to things seen around their community to prepare for the discussion.

A map of the province could be brought to the classroom for this discussion. The students could be guided to find and mark their community on the map. The location could be described in an appropriate manner in the written description.

The questions that are used in guiding this discussion will depend to some degree upon the type and size of community in which the class is situated. A number of questions which could be used by the teacher are:

1. What is the name of our community?

(This should be written on the chalkboard and the children should be asked to record the name so that they can learn to spell and print it).

2. Where is it located?

(For example, between town A and town B, or 15 miles from St. John's).

3. Describe the natural environment of our community.

(For example, a harbour, barren land or a wooded area, farm land, and so on).

4. Does our community have a lot of people or only a few?

5. Would you describe our community as big or small? Why?

6. Do you think our community has been here for a long time? Why?

7. Can we get most of the things that we need for our daily living here in our community?

8. Let's list some of the things we can get.

9. Let's list some of the things we can not get.

Are there things that we need that we can not get here?

Where do we get them?

10. Are there people who work in our community that help us and our families?
11. Who are some of these people and how do they help us?
12. What do you really like about living in our community?
13. Are there services that you would like our community to have available which it does not have now?
14. How would you describe our community?

It is important that the students come to realize from this discussion that their community has a unique identity and that it can make a positive contribution to their way of life.

Once the students have expressed a number of impressions about their community, it should be suggested that these ideas would make an interesting description if they were put together. The teacher should then help the students to organize and express their ideas to be recorded. As the description takes shape it should be recorded by the teacher onto an experience chart. This chart and the provincial map should then be displayed in the classroom.

Student Activities

The students should be given the opportunity to draw and color a picture of their favorite place in the

community. This activity can be planned for completion in the time immediately following the discussion lesson or it can be scheduled into a future art period or a time when a less demanding task is required. The students could be assisted in writing several original sentences describing their drawing.

If the activity is left until later the children might be asked to prepare for it by thinking about what their favorite place is and perhaps visiting it to get ideas for their picture. Whether this is done or not, a few minutes should be taken to talk about the question and elicit ideas from the students before they are set to this task. This will not only arouse enthusiasm for the drawing, but stimulate ideas.

Alternatives to the Lesson Plan

A class discussion could be held to raise many of the questions that were suggested in the lesson plan. Instead of recording a class description, the class could go on a walk around the community to observe some of the things they discussed. A follow-up discussion could then be held to consolidate their ideas and impressions.

Suggestions for Further Development
of the Main Ideas

Natural environment of the community. A more in-depth study could be carried out of the natural environment of the town. This would be particularly appropriate if there was a harbour, farm land, forest land, mine, or some other natural resource that made a significant contribution to the economy and general nature of the town. This study could be carried out through further discussion and information gathering by the class. A field trip or classroom visitor would be useful in this study.

A community model. A model could be made of the community on a large table. Bristol board or strong paper could be taped to the table and major road ways and water areas could be drawn and painted onto it. Wooded areas could also be drawn on or trees could be made from popsicle sticks and construction paper. *A piece of plastercine makes a good base to anchor things to stand upright. Buildings could be made from different size boxes and then covered with paper and painted. This model could be constructed over a period of time using the imagination of the teacher and the students. This model would be useful for introducing map making later.

Lesson Three

Main Ideas to be Introduced

1. The people who live in our community are its most important part.
2. The people living in our community provide services for each other and contribute to the total operation of our community through their various occupations and voluntary contributions.
3. The people living in our community are dependent on one another.
4. Everyone has something to contribute to the community as a whole.

Learning Outcomes for Students

Instructional objectives. 1) Each child will demonstrate an understanding of the concepts, services, and occupations. 2) Each child will be able to name five of the occupations of people living in his or her community. 3) Each child will be able to name five of the services provided in his or her community. 4) Each child will be able to match some of the occupations of people in the community to services that they provide.

Learning process skills. 1) Each child will gain experience in listening and contributing during a class discussion. 2) Each child will gain experience in

gathering and organizing information for presentation in a chart. 3)- Each child will gain experience in the use of new terminology in his or her speaking and aural vocabulary. 4) Each child will gain experience in expressing himself or herself in writing.

Preparation for the Lesson

The teacher should organize this lesson to suit the particular community and the particular class. A list of specific questions should be devised for use in guiding the discussion period. If the teacher has access to a set of study prints depicting community helpers, these could be used to introduce the topic of this lesson and stimulate discussion about the community services and occupations into a chart, an outline should be drawn by the teacher on bristol board prior to the lesson. An outline similar to the one below, which has space to fill in the community services and occupations, would allow the class to match the services with the appropriate occupations. The spaces for listing the services and occupations, as well as those for matching them, should be left blank until the class period. Colored, gummed stickers, a stamp pad, or a marker could be used for the matching.

OCCUPATIONS

	Doctor	Nurse	Garbage Collector	Mechanic	Store Owner
1. Help us stay well.	X	X			
2. Sell things we need.					X

A Lesson Plan

The teacher should begin the lesson by reminding the students of the idea, which they have discussed in previous lessons, that people are the essential component of a community. This should be further elaborated by the teacher pointing out that people have needs and that a community exists to fulfill many of these needs. It would be helpful to then have the class discuss any needs that they can think of which they and their families may have. The teacher should list them, as they are suggested, on the chalkboard or chart paper for future reference.

The teacher should then tell the class that they are going to explore together how their community meets

many of these needs. He or she should say that in order to explore this idea they are going to need to use two new words. Services and occupations should then be written on the chalkboard. The meaning of each word should be discussed and for the remainder of the unit these two terms should be used with the class.

The students should then be told that making a chart can be a useful way of putting together pieces of information. The outline should then be brought forth. The students should be asked to list some of the services and occupations that people have available in their community. These should be recorded in the appropriate spaces. The children should then be asked to match each service with all the people working in occupations which help to provide that service. The children should be asked to continue to think about the chart and bring more suggestions to be added as they recall them.

Once all the services and occupations, which the students can think of, have been recorded the class should be led to discuss how all the people in the community are inter-dependent. Through the chart of services and occupations it should be demonstrated how one person provides one service and another some other service. It should be shown that all these services combined enable their community to function.

As a follow-up to this lesson one or two community workers could be invited to visit the class to talk about the type of services which they provide in the community. The children would probably be interested in what they do on a typical day, any tools they may use, and how he or she came to be involved in the particular occupation. If a visitor is to come to the classroom the students should be prepared for the visit. They should be assisted in formulating a number of questions which they would like to ask the visitor ahead of time. The visitor should be provided with assistance in gearing the discussion to the interests and abilities of young children if it is required.

Student Activities

In a future language arts or creative writing period the students should be asked to write a short paragraph or poem about someone who works in the community, providing a service that they themselves use. The children should be told that they may supplement their writing with illustrations if they wish. It would be desirable to start the children thinking about this project at the end of the lesson and then give them several days to think about it and gather information for their work. The children should be asked such guiding questions as:

1. Who provides services which you often use?
2. Can you describe the work they do?

3. Do they use tools? What are they?
4. Why do you need this service?
5. What do you like about the service?
6. What don't you like about it?

This project could be partially or fully completed at home with parent help. These projects, once completed, could be put together in a class book or displayed in the hall for other children to see.

Suggestions for Further Study

The topic introduced in this lesson would probably be interesting to the students and it could be expanded for further study by a more in-depth study of individual occupations of people living in the community. The students could be introduced to the various workers through a number of field trips to places of work, such as the police station, fire hall, bank, post office, or the fish plant.

Posters could be made for display using magazine pictures and photographs depicting various occupations and services.

Commercially produced materials such as books, filmstrips, and films could be used to further develop the topic.

Lesson Four

Main Ideas to be Introduced

1. A large area such as our community can be represented on a smaller scale on a plan or outline called a map.
2. Maps can be used for a variety of purposes.
3. Maps are drawn according to the four directions of North, South, East, and West with the top of the map usually facing North.
4. Familiar places in our community can be represented by symbols on a map.
5. Maps usually provide a key to show the meaning of the symbols which have been used on it.

Learning Outcomes for Students

Instructional objectives. 1) Each child will demonstrate an understanding of the words 'symbol' and 'map'. 2) Each child will recognize a map as a picture of his or her own community. 3) Each child will recognize familiar places and things from around his or her own community by symbols on a map. 4) Each child will be able to find a route from one place to another within his or her community on a map. 5) Each child will be able to match a number of standardly used map symbols to their names.

Learning process skills. 1) Each child will gain experience in using new terminology in his or her aural and speaking vocabulary. 2) Each child will gain experience in listening and contributing while the class is completing a group task. 3) Each child will gain experience in reading, interpreting and following written directions accurately and correctly.

Preparation for the Lesson

This lesson will require some preparation on the part of the teacher. Two outline maps of the community must be prepared for use in the classroom. A large one must be drawn on bristol board for completion with the class during the lesson. A smaller version of this map with most of the symbols in place must be drawn on a stencil so that copies can be made for distribution to the students.

These maps need not be drawn very skillfully. The teacher need not be concerned with accuracy or scale, as long as the distances between buildings and places are suggestive of the real proportions of the community. A large map of the various communities around the province depicting roads, buildings, and other landmarks can be obtained from the Government Air Photo and Map Library for a nominal cost. (The address of the Library can be found at the end of this lesson.) These maps can be very

effectively used for the large classroom map of the community and provide the teacher with a guide for drawing the smaller student map.

In order to assist the teacher in completing the large outline map during the lesson the students will need to be introduced to some basic standardly used map symbols. The teacher should draw the map symbols on a piece of bristol board so that the class can see them. Next to each symbol should be written the name of what it represents. These symbols will also have to be drawn on a stencil to make copies for each student to use in completing his or her own map.

Once the materials for the lesson (the large map and the chart of symbols) have been completed, the teacher should plan and organize the specific content of the lesson. A series of explanations and questions should be planned by the teacher.

A Lesson Plan

The teacher should first write the words 'map' and 'symbol' on the chalkboard. He or she should explain that a map can be used to represent their community. The map should be displayed and it should be explained that this map shows a large place like their community as a kind of picture with everything made smaller. It should be explained that on a map things such as houses and stores are not

drawn in detail, but are shown as simple drawings. The students should be told that most maps have a key which shows a picture of each symbol and tells what each represents. The chart of symbols should now be displayed.

The teacher should then lead the class through the completion of the map using the symbols. The water areas, such as the harbour, should be colored blue. Symbols which represent places of interests to the students should be added to the map. Once this has been done the class should be shown how to locate places of interest and how to trace a route from one place to another.

Student Activities

In a future period, possibly a language arts period, the students should be provided with a small map of their community and a sheet of map symbols. The map should be almost complete with symbols to orient the students in the completion of the directions.

A worksheet should be provided for the students containing directions such as:

1. Color the water blue.
2. Put your house on the map.
3. Put a friend's house on the map.
4. With a red crayon put an X on your school.
5. With a yellow crayon show how you would walk from your house to your friend's house.

These directions should be written considering the language ability of your particular class. The students should be asked to follow the directions to finish their own map of their community.

Government Maps

A community map for use with this lesson may be obtained by writing to the Air Photo and Map Library describing the type of map required. Orders will be shipped C.O.D. This type of map is valuable for this unit and it may be reused at other times. The address is:

Air Photo and Map Library
Howley Building
Higgins Line
St. John's, Newfoundland
A1C 5T7.

Lesson Five

Main Ideas to be Introduced

1. Some parts of our community are older than others, just as some members of the community are older than others.
2. In our parents' and grandparents' time our community did not look exactly the same and have the same people as it does now.
3. We carry on the activities of daily living in a manner that is somewhat different from the way our parents and grandparents did.

Learning Outcomes for Students

Knowledge of facts and generalizations. 1) Each child will be able to state that some parts of the community are older than others. 2) Each child will be able to name one of the older buildings in the community. 3) Each child will be able to describe one difference between the way they carry on the activities of living and the way their parents or grandparents did.

Learning process skills. 1) Each child will gain experience in listening to gain information. 2) Each child will gain experience in devising and asking questions for a purpose.

Preparation for the Lesson

The arrangements for this lesson will have to be made some time in advance. A visitor for the class will have to be arranged. This visitor should be a person who can give a short talk to the class about the history of their community, such as a parent or grandparent, a person known for their story-telling ability in the community, or a fellow teacher. The discussion should center around those events and characteristics of the way of life which will have meaning for the students. For example, happenings and events should be described in terms of reference such as "when your grandparents were your age. . . ." Stories about people related to children in the class would make the talk more meaningful. Any realia, such as old photographs or tools, which the visitor or the teacher could have on hand for the lesson would also be helpful.

The teacher should assist the visitor in planning a talk which will be interesting and meaningful for the class. This lesson should be discussed with the class in advance. The teacher should start the students thinking about the history of their community using questions such as:

1. Do you think that our community has always looked the same as it does now?
2. Has it always had the same people?

3. Do you think that life was the same for your parents and grandparents, when they were your age, as it is for you? The students should be helped to plan a list of questions that they would like to ask the visitor. Perhaps groups of two or three students could plan one question each.

A Lesson Plan

It would probably be best to allow an hour for this lesson, so that the visitor will have plenty of time to talk to the students. A longer lesson will also allow the students to explore the subject and ask all their questions. Most of the planning for this lesson will have been done ahead of time and the lesson will consist, for the most part, of interaction between the visitor and the class. The teacher should try to ensure that this exchange is meaningful and enjoyable for everyone.

Student Activities

In a future language arts period the students will be expected to contribute to a thank-you letter composed by the class to be sent to the visitor. The letter should be prepared by the teacher with the assistance of the students. As they are writing the letter the class can explore the purposes of writing such letters, as well as the parts of the letter.

Alternative Approaches to the Lesson

If it is not possible to find a person to come and talk to the class a different approach may be used to introduce the history of the community. This approach will require preparation on the teacher's part. A letter must be drafted to send home with each child asking either a parent or a grandparent to relate to the child a description of an incident or event from their childhood. It should be stated that it would be easier for the child to share it with the rest of the class if it could be recorded in a brief written form. They should also be told that the event will probably have more meaning for the class if it occurred when the parent or grandparent was around the same age as the children in the class.

This letter should be sent out early enough to give the children ample time to get a story to bring to school. It should describe the purpose of the stories, as well as suggest the kinds of subjects which might be of interest to the class. For example, a parent or grandparent might tell about: 1) a typical school day; 2) Christmas, Easter, or another holiday; 3) games they played; 4) an historic event that occurred in the town; 5) what the town looked like then; and 6) parades or church suppers.

During the lesson period the children would share their stories with the class. The teacher should have a number of stories that he or she could contribute as well.

Time should be allowed so that all the children have an opportunity to make a contribution. If a tape recorder is available, the teacher may wish to record the discussion for future reference and use with other groups. The stories could be compiled into a book to be displayed in the class.

This activity could also be carried out as a follow-up to having the visitor come and speak to the class.

Suggestions for Further Study

The children could be taken on a walking tour into the community to visit one or two of the older buildings in the community. While visiting the buildings, any characteristics which signify age should be pointed out to the children.

If the teacher can find the materials, a display of old items, such as, tools, photographs, books, and clothing could be set up in the classroom. Parents and grandparents of children in the class or any other members of the community who might have items of interest could be approached. The care which would have to be taken with such a display would help the children to appreciate the value of items of historical significance.

Evaluation of the Learning Outcomes/for Students

Introduction

Evaluation is an important part of the teaching/learning process, and it can and should be carried out in a variety of ways. It should be a learning experience for both the teacher and the pupils. It should not be an end in itself, but should serve as a source of information which can lead to the maximum amount of individual growth for each pupil. It should occur throughout the learning process so that the teacher can determine if the material covered is sufficiently clear and the students are ready to proceed to the next stage. Methods of evaluation for young children must be very carefully planned in keeping with their developmental level. The teacher should evaluate the learning outcomes for students who have completed this unit using a variety of methods.

Some of the objectives for the unit can be evaluated informally through observation by the teacher, as the lessons are taking place. Skills such as how well a child can watch, listen, and gain information, or how well a child can interact with a group in discussion can be evaluated in this manner. The completion of some of the other activities, such as drawing a picture or writing a verse, by the students indicates the need for a slightly different type of evaluation. The teacher could evaluate these activities by considering

questions such as:

1. Could the child complete the activity without a great deal of guidance from the teacher?
2. Did the child show enthusiasm for completing the activity?
3. Was the subject chosen by the child appropriate for the activity?

Formal Testing of the Student Instructional Objectives

The formal evaluation of this unit can be conducted at the discretion of the individual classroom teacher. The written test that follows was used in the evaluation of the unit for the purposes of assessing whether the students completing it could attain the stated instructional objectives. This test could be used as it is or modified to suit the needs of a particular class if a written evaluation was considered desirable by the teacher.

The Student Test

The students would not be expected to read this test on their own. It should be read aloud with the class and the students should be given individual assistance in reading if necessary for completing it. They should also be given assistance with spelling words for answers. No explanation should be offered of the terms and concepts being tested.

Name: _____

1. Fill in the blanks. Use these words:

symbol

map

service

community

occupation

- a) A _____ is a place where people live and work.
- b) An _____ is a job.
- c) A _____ is work that someone does to help others.
- d) A _____ is a picture of a community that shows buildings and roads. It can help you get from one place to another.
- e) A _____ is a picture used to show things like houses and roads on a map.

2. What is the most important part of a community?

3. List five other important parts of a community.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

(cont'd.)

4. List five of the important parts of your community.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

5. List five occupations of people in your community.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

6. Put a / by five services you can get in your community.

- a) buy food _____
- b) go to school _____
- c) go to the hospital _____
- d) go to the doctor _____
- e) get your car fixed _____
- f) get on a plane to go away _____
- g) go shopping at a mall _____
- h) go skating in a stadium _____
- i) get your teeth fixed _____
- j) buy clothes _____

(cont'd.)

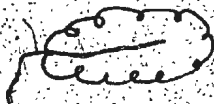
7. Match the occupations and services:

- | | | |
|----------------|-------|-----------------------------|
| 1) doctor | _____ | sells us things we need |
| 2) storekeeper | _____ | helps us learn things |
| 3) teacher | _____ | helps keep us safe |
| 4) policeman | _____ | helps us care for our teeth |
| 5) dentist | _____ | helps us keep well |

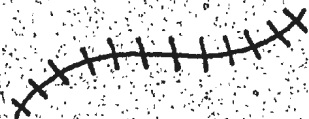
8. Match the symbol to its name.



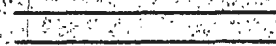
railway



house



trees



wharf



road

9. Print the name of your community.

(cont'd.)

2

1

10

1

13. Present the following or similar questions with an outline map of the community being studied.

- a) What is the name of this community? Print its name on the line below the map.
- b) Draw a circle around your school.
- c) Put an X on the fish store.
- d) Colour the harbour blue. Colour some trees green.
- e) Show how you could walk from your school to the drug store.

APPENDIX G

SLIDE-TAPE PRESENTATION:

"WHAT DO WE SEE IN A COMMUNITY?"

(under separate cover)

